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As discussed in several addresses at a New York State Board of Regents symposium, the task of continuing education in New York State includes adult basic education, job training, and other forms of involvement by educators and other segments of society in efforts to enable individuals, communities, and organizations to function effectively in a rapidly changing technological society. Improved educational policies, methods, materials, financial resources, and services are required in both public and private educational institutions. Activities by the Boeing Company in the State of Washington illustrate industry's growing concern for job training and other forms of continuing education; while experiences in developing and carrying out poverty programs in urban areas (illustrated by the Puerto Rican community in New York) highlight the need for innovative planning, greater investment in manpower development, and broader cooperation. (ly)

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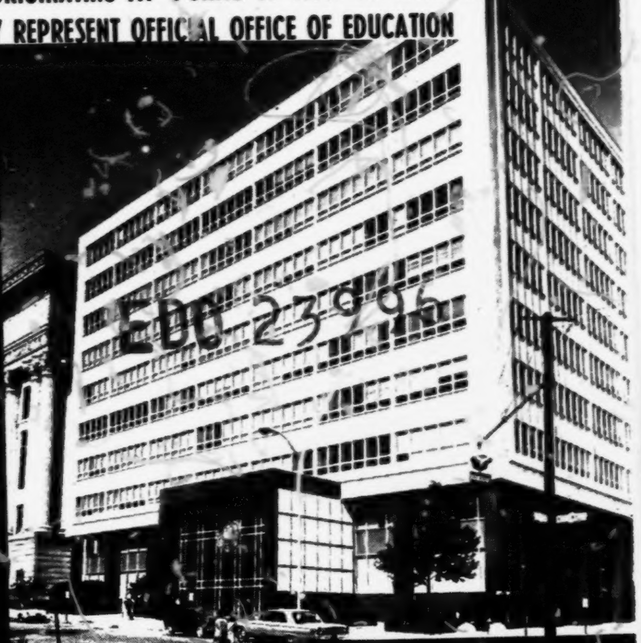

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BOARD OF REGENTS SYMPOSIUM

ON CONTINUING EDUCATION

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Continuing Education

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University *(with years when terms expire)*

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BOARD OF REGENTS SYMPOSIUM

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Program of the
Symposium on Continuing Education

Theme: **CONTINUING EDUCATION FOR RISING EXPECTATIONS**

MORNING SESSION

Presiding

Regent CARL H. PFORZHEIMER, JR.
Chairman of the Regents Committee on Elementary, Secondary and Continuing Education

9:30–10:15 ***Greetings:*** Commissioner JAMES E. ALLEN, JR.

Overview of Program Theme:

WALTER CREWSON, Associate Commissioner for Elementary, Secondary and Continuing Education

and

PAUL BULGER, Associate Commissioner for Higher and Professional Education

10:15–12:00 **What Continuing Education Should Provide in New York State**

JULES D. PAGANO, former Director of Division of Adult Education Programs, United States Office of Education

JAMES FARMER, Past Executive Secretary of the Congress of Racial Equality

LOUIS NUNEZ, Executive Director of Puerto Rican Forum and member of the Board of Higher Education of New York City

Adjournment for Lunch

AFTERNOON SESSION

Presiding

Regent Joseph W. McGovern
Chairman of the Regents Committee on Higher and Professional Education

1:30– 2:30 **Continuing Education for Rising Expectations in Our Urban Areas**

Robert Risley, Dean of New York State School of Industrial and Labor Relations — Cornell University

Thomas Gilligan, Education and Training Director — Boeing Company, Seattle

William Haddad, United States Research and Development Corp., former Inspector General of the Office of Economic Opportunity

2:30– 3:30 **Open Forum** — Comments and questions from the audience

3:30 **Recapitulation**
Regent Carl H. Pforzheimer, Jr.

CONTINUING EDUCATION
FOR
RISING EXPECTATIONS

INTRODUCTION

The Symposium on Continuing Education grew out of the desire of the Board of Regents to provide a positive setting for a fruitful dialogue between national leaders and local leaders on the major issues facing this discipline and this facet of public education under the theme of "Continuing Education For Rising Expectations." The timing, leadership, and the resulting dialogue proved the wisdom of the idea. More than a thousand persons representing the educational fraternity, industry, labor, business, mass media, and the social services gathered in historic Chancellor's Hall for an exciting exchange of ideas and a provocative discussion of the challenge of lifelong needs for learning in today's world.

The stimulation of these sessions has spurred a new vigor throughout the State in action programs to meet the more critical educational needs of adults. The dialogue has continued among smaller groups in cities, hamlets, and campuses scattered from Long Island to the Niagara Frontier, and from the Pennsylvania state line to the Canadian border. The concerns and the interests generated by these continuing discussions are one measure of the Symposium's richness and timeliness.

This carryover resulted in requests for copies of the proceedings. Thus, in fairness to the issue and to the participants, these proceedings were organized for distribution. Hopefully, these materials will serve as a stimulating resource for those who labor in this important work as well as provide a useful addition to the array of documents making up the mileposts of 100 years of effort to serve the educational needs of adults in New York State.

Philip B. Langworthy
Assistant Commissioner for
Pupil Personnel Services
and Continuing Education

Monroe C. Neff, Director
Division of Continuing Education

Regent Carl H. Pforzheimer, Jr.

REGENTS SYMPOSIUM ON CONTINUING EDUCATION

CARL H. PFORZHEIMER, JR.

Interest in this Symposium is very great. New York State is proud of its tradition as a bellweather in education in the nation; particularly in the past 10 years when so much has been done in continuing education. For example, 1958 was a year of great activity. We created the Adult Education Council of the Board of Regents, a fine body of men and women who were extremely helpful. As a result of their efforts, and work within the Department, a number of booklets and brochures were produced. Many of these were very widely noted in this country and abroad; the pamphlets entitled, "Continuing Education for Adults and New York State," and "Continuing Education and Public Responsibility," made good springboards for the curriculum conference on continuing education held in 1962. Interest has never waned.

More importantly in the past few years there has been ever closer liaison and ever closer cooperation between elementary and secondary education and higher and professional education. We hope that you will note that Walter Crewson, Associate Commissioner for Elementary, Secondary, and Continuing Education, and Paul G. Bulger, Associate Commissioner for Higher and Professional Education, represent this growing and very important rapprochement.

Furthermore, the State Education Department and the Regents keep asking themselves "Is there a definite line between adult (now continuing) education, and vocational (now occupational) education?" How interlocked are they? What are the many problems which today's conditions have caused? These are some of the things we hope will be examined. A State education document now in preparation says in reference to continuing education: "It stands as an instrument by which society must change itself if present challenges are to be met. Education is recognized as one of the essential factors in attacking problems of urban decay, integration, poverty, underemployment, and other social ills. The two committees involved here consider this Symposium to be an appropriate occasion for affirmation of that position and an opportunity for exploration of the steps which should be taken in the development of programs adequate to meet the task."

Just as secondary and postsecondary education have broadened, so has continuing education. It is most important that all of this have relevance to current problems. On this subject another document, just in preparation in the Department, points out that many of the objections center around irrelevance of some of these programs to the current problems of the disadvantaged; "their inaccessibility, poor scheduling of activities, lack of placement, long waits for programs to begin, lack of comprehensiveness, and of courage." This same report also notes, in making definitive proposals, there should be a joint involvement of higher education and the public school programs. While the public school ultimately may have the full range of responsibility as the operating arm, higher education can be expected to play a most significant role. To keep relevant, to keep effective, we need the cooperation as well of labor and industry, and all who are concerned with our social welfare.

Commissioner Allen said regarding Continuing Education, "I believe that America is recognizing that it is not enough to pour large sums of money into preschool education, into elementary and secondary education or even into the great expansion taking place in higher education. We must provide for a system of education which permits people to continue throughout life and this must be as important, and have as much priority as all of the rest." I can think of no better way of starting this Symposium than of using that as an introduction for the Commissioner of Education, Dr. James E. Allen, Jr.

WELCOME

Commissioner James E. Allen, Jr.

This conference was called to set the stage for a new thrust forward in continuing education in New York State. My staff and I have been taking a fresh look at this important area of education, both within the Department and throughout the State, and have concluded that developments and progress fall far short of meeting today's needs.

Today's discussion will, I hope, lead to a statement of goals for such a program in the context of which a statewide plan for pursuing these goals will be developed. In the development of the goals and the plan, I would urge the active participation and involvement of representatives of all concerned agencies and organizations, public and private, including school systems, colleges and universities, government, and private agencies. Such involvement might include an invitation to each agency or organization to prepare a plan indicating the extent and availability of its resources which would contribute to a statewide program of continuing education.

Over the years, many school systems, colleges and universities, and private organizations have done faithful, even brilliant, work in this field. Continuing education has for too long, however, been the concern of a limited few. If the individual is to remain productive in a rapidly changing and increasingly complex society and if he wishes to savor life to the fullest, a widespread educational commitment and involvement is required.

In your discussions today, I urge you to be bold and imaginative and not to allow present or past methods or techniques, existing organizational, administrative, or financial patterns to restrict your thinking or your planning. The Regents and the Department look forward to your counsel and assistance in developing and implementing an effective statewide program of continuing education.

OVERVIEW OF PROGRAM THEME

WALTER CREWSON

I would like to refer to two points in the program as my points of departure. First, I wish you would look at the program theme which reads as follows: *Continuing Education for Rising Expectations.* Then turn, if you will, to the text of the last page in which the Commissioner of Education, in his own inimitable way, gives guidance to all of us for the planning and development of our program. But I want you to notice one new element in the Commissioner's statement: "Our educational systems at all levels must prepare all our people, whatever their talents, for the serious business of being free men and women in a society in which it becomes more and more difficult for man to exercise and to realize his freedom." Lest anyone should think that continuing education is only for the dispossessed and the disadvantaged, our Commissioner has said to us in this guideline, that he hopes the whole society will have rising expectations, and that we will provide the instruments whereby they may be realized.

At a very early stage in continuing education (I imagine we have always had it with us since the Master learned the carpentry trade in his father's shop), there were two common elements—vocational training through the apprenticeship system, and education for leisure. But now we know that full access to freedom, full access to the benefits of freedom, call for the golden key of education. What is now going on in our great society is a ferment, generated by people who, through no fault of their own, lack these full benefits. We must somehow get them to realize that they must cloak themselves with the price of admission, education. We know that continuing education is for everyone. One great purpose is to admit the disadvantaged to the benefits of freedom, for the ordinary citizen to keep his citizenship current, to make it possible for him to cope with changes in the economy and in the world, and to understand and to constructively relate to the changing world.

New York State does not fully meet the challenge of the need for continuing education. Yet, I must point out to you that we have not been idle; that in New York State right now, this morning, we have several hundred very fine continuing education programs. Broader opportunities in continuing education, among other things, must await a change in the attitude of local and state government.

Lest you think I am engaging in double talk, I will translate that into literal English. We have to stop placing continuing education in a low priority role. I can remember when, as the superintendent of a school system in New York State, I was told at budget time by my board of education: "You may arrange for all the continuing education you wish so long as it does not cost this district a dime." I am quoting them exactly. So, we must first work on the attitude. We must convince our local boards of education; we must convince our State Legislature that the need for continuing education places it in a very much higher priority role than it has ever occupied before. Then in this Department, we need to begin to design continuing education programs for the full range of adult needs: all the way from basic literacy, to preparation for the full intellectual life of a complete, participating citizen; from learning a simple, salable skill, to the continued and repeated upgrading of one's means and standard of living; from recreation for diversion (yes, I think it has a place), to complete employment of one's talents in the full pursuit of happiness. Now, because of the responsibility not only for elementary and secondary, but also for continuing education, I would like to stop here long enough to make a distinction. We hear a great ferment in our profession about innovation. (Sometimes I think we are constrained to innovate for the sake of putting on a new face.) Continuing education, because it is not hamstrung by certification requirements, or by the lock step of the evil Carnegie unit, or the degrees (What was it Paul Mort said about degrees? He said "People get smaller by degrees."), is absolved from all of these straightjackets; we have full freedom to experiment. What a golden forum for the full play of independent study! And while I am at it, let me say that I think the key, the dynamic, to the full realization of the potential of educational TV is that it takes advantage of the learner's motivation. The adult seeking to learn a skill, seeking to broaden his horizons is highly motivated. Oh yes, there are some exceptions, but what a golden opportunity for educational TV where we are not bound by all of the restrictions I mentioned before. What an opportunity to employ computer-based instruction. What an opportunity for us to assess the talents of our whole manpower pool with the proficiency examination, to avoid a lot of time marking. We have this opportunity. But a dimension of the opportunity is that continuing education offers us a testing ground where we can prove that education can be effective without the lock step.

Finally, our goal, our objective, is to place the full range of continuing education opportunity within geographic and economic reach of all of our citizens. Make no mistake, we are about it.

Paul Bulger

The era in which we live may well go down in history as one in which human resources have been most fully tapped. Frank confrontation of the changing employment and educational needs of our society has been, and is being, made. Not only are people from all walks of life being given training to make them active participants in an evolving society, but the horizons of those who had once thought their education complete, are being expanded; their cultural batteries being recharged.

Of special note are those programs designed to enhance and update the professional performance of those who work in local government: law enforcement officers, physical officers, planning and housing officials, social welfare workers, and so on. It is also exciting to note the innovative manner with which the programs are conducted using a variety of instructional methods and media. Under the name of adult education, continuing education as a concept has been with us for a long time. But it is only recently that it has received proper recognition. This is due in great measure to the testimony of those for whom it has had real applicability, the students. What could be more exciting for an individual than to see himself grow and begin to make a positive contribution to the community around him. I see this symposium as an expression of the too rarely stated realization that education is a continuum that should not, and cannot, be given rigid beginnings and terminations. In fact this symposium may well find itself constantly returning to the concept of individual worth, growth, confidence, and knowledge, limited only by the individual's ability. It may find that the old definitions about levels do not so neatly apply as in former times. Today we have with us professionals representing the whole spectrum of continuing education. May their representation at this symposium provide an opportunity for such a high degree of cooperation that we may all work together on the larger objective, adequately serving those who would serve our communities with rising expectations.

WHAT CONTINUING EDUCATION SHOULD PROVIDE IN NEW YORK STATE

Jules Pagano

This morning I have that funny feeling I recall having when someone was talking about what happens when you graduate and go out into the real world. What should you say to people? As I looked at the title of our forum this morning and saw it with all of its impressiveness, "What should the State of New York expect from continuing education," I felt very much like saying to you, as someone once said to the young student who was about to graduate, "Don't go." However, I rejected that, recognizing that would be a negative approach to what is probably the most exciting challenge facing education in the United States. I am going to try in a very humble way to talk about the great clichés in education as they relate to continuing education, and then see if I might shed a little bit of light on what should be some of the concerns, aspirations, and goals of continuing education in a great State.

For almost a decade we have been saying that continuing education must be a part of our way of life. We must no longer consider education as preparation for a contribution to life or preparation for life, but we must understand it in its full continuance. This is a cliché because it has all of that importance that clichés have. The trouble with clichés is not that they are not true, they are very true, but they are repeated so often that we can no longer truly grasp their implications. They become a part of the motif of life and we lose the great insights that brought them to us in our own educational development.

I would like to try to say the same thing in a different way and then, if I can, relate it to time and place in our society. Continuing education is the intellectual process of transition through which individuals, communities, and organizations acquire participating skills in an ever-developing technological society. Now why is this so different and so crucial at this stage and time and place? It seems to me that we have to take a look at the whole question of technology in America, and especially in the leadership of the development of technology in your State, to get some feeling for this. We have always had a technological society of one kind or another during the whole history of Western man. (I am the product of that funny school, St. John's, which had no reality, no relation to reality. We just sat around and read 100 Great Books down there.) We have always had a great developing technological society, but what is unique for us today and what causes us to bring such attention to the role which we play in the educational system, is the great new responsibility and challenge before us.

What does technology do to the citizen in our society? The challenge for us as educators, and as people involved in continuing education, is that technology raises the level of well-being of the majority. No longer is material need an effective motivation for human behavior. This idea has great implications for us in terms of the kind of life, alternatives, and decisions that are before us. I think this is one of the important concepts that developing technology brings to us. Certainly, it is going to be a great, wonderful day when we can have the affluent society we talk about for all Americans. But the vast majority today are in this situation because of our technological revolution.

The second idea which is very important is that technology creates social problems that can no longer be controlled within industry, the community, or within the group that developed the problem. Social problems must be controlled by the public sector, and the list of these problems continues to grow.

Social repercussions, transportation, air and water pollution, drugs, and the myriad social and welfare concerns we have today are caused by this technology. I give just one example — the automobile. We have just gone through a very interesting exercise in democracy in the recent negotiations with Ford Motors.

The automobile in our society today requires 1 out of 10 people on the payroll of local and state governments to be involved in controlling it—everything from traffic to licenses to registration to processing the whole regulation of the automobile. This is an indication of the kinds of social problems created by technology and we must be aware of them.

And the third one, of course, is the one we hear of most and the hardest one to deal with. That is the area where we deal with the individual and his relationship to technology. The new technology obviously makes redundant the need for man's physical energy. The best example in our society is our recent experience in agriculture. In the past 50 years we have seen what has happened to the need for physical man. There has become an absolute redundance of physical needs in the whole agricultural field. If we look at all kinds of production since the turn of the century—all the new things that have happened—it is important to remember one fact. All of the services, all of the developments we have had in consumer durables, communications, office machinery, new metals, fabrics, and materials, have required only a 2 percent increase in the work force to produce them. This means that automation is moving in to take over those white collar jobs one thinks of as 50 percent of the jobs in the country.

Fifty percent of the work force in America in 1960 was handling jobs that the new computer technology had brought into administration and maintenance.

This fact suggests to us the backdrop for the role of continuing education and its implications. It does not mean that suddenly we are going to have great unemployment. We are going to have a kind of dislocation, unplanned developments, and gaps that will be difficult to predict or handle, but which again emphasize the need for us to take a broad look at the educational process.

I suggest there will be thousands of great new jobs and new careers. I would like to call them careers rather than jobs or positions because more and more we have to think in terms of careers, of self-renewal, the opportunities to have a career of many avenues, and many alternatives. We all know where these great new careers are going to be. They are going to be in the cities, trying to make our cities run. Our cities are in crisis. They are unable to run themselves. The great cities of America and the great cities of the world are unable to handle self-government. Years ago our big chance was self-government. We urged self-government on cities. There are no manuals, lessons, or field studies available to teach us how to make great urban cities of America operate in terms of self-government, but, there is a tremendous future for careers in urbanology. Jobs are opening up in such areas as counseling, caring for the aged, beautification of our environment, development of managerial services, transportation, and urban planning.

Fundamentally we have always thought of these areas as areas of public action with public funds. This is not necessarily true. We must look at these areas as combinations of public, private, and organizational activity. This gets us back to the definition of continuing education I mentioned earlier. Education must operate on all levels. We must think of education as a system. We must see it in the true sense of a system, everything that is meant by the modern, technological language of a system.

Continuing education plays a very unique role in this system. It is the safety valve. It is the self-corrective factor for society or, in the words of Marshall McCluen, it is "the message." Continuing education's methodology is the message and the message is the medium. Here we have a process that allows for participation, experience, growth, for a whole approach to human activity. This is the magic of continuing education.

We are not at a stage where the answers are known. Answers are not handed down from the great storage vaults of knowledge. We are not in an area where we accept the lessons of today as immovable. We are in an area where technology gives us standards for a great developing society. We accept change in technology as an absolute. The knowledge we have today about all technology will be obsolete tomorrow; we have no problem adjusting to that. However, in the area of human values, human development, social organization, the solutions of social problems, we have difficulty adjusting to change. The resistance is well-known and has been studied.

Here is an area where the continuing education process is so special. The process itself is the message because it does allow for an acceptance of education in the peer situation with the utilization of all the new technology. Dr. Crewson put it in traditional terms a little while ago when he said, "In continuing education you don't have lockstep, you don't have problems of certification or all the given problems of preparation for life that formalized education has inherited." Instead, we have the opportunity to use new technology to deal with life in terms of a new setting. We can experiment—we can explore and innovate.

In view of this, what should be New York's concern and what should it expect from its continuing education program? These are very touchy grounds — and the concerns are crucial. We say that in a free society the vital thing to remember is that goals must be shared, power must be shared. This is what makes society free. This is done by the responsibility you give to the leader. Leadership has to interpret, at any given time or place, the role of free society.

The most crucial role New York can play is to develop an atmosphere allowing for the development of continuing education as a process of transition for individuals, communities, and organizations which will permit them to effectively participate in this technological society. We have to talk seriously about the education system itself being a participant in society; that's a grave responsibility. It's much easier for us to play the other role that I'm playing, the consultant role; to compare people and suggest solutions, but not to be a responsible participant accepting the consequences of involvement.

It seems to me we then no longer look at continuing education as just a mechanism for the corrective factor, or remedial activities. The catch-up, renewal, retooling, upgrading — is ever with us at all levels, in every profession, and every area of commerce, industry, and public life. I am suggesting we even look beyond that to the role of higher education in developing the necessary resources for correction. Where is the talent and how will it be developed? This is again a redefinition of a very important tradition in this State. Higher education must move realistically into the community. It must interpret its resources and its responsibility as a participant in society. It should carve out the dialogue which will permit us to be involved with our peers in the community — where continuing education can be responsive when it enters a situation with resources, willingness, and commitment to search for possible solutions, programs, and their evaluation. Too often we expect the answers to come from "on high" because we assume that research gives insights which can be implemented immediately and that benefits are immediately available.

Adapting human skill and human insights so that they can be the transition of knowledge into practicability, into viable living situations is a very crucial part of the educational process. I believe that one of the broadest and most important challenges that is given to higher education faces the development of resources for talented personnel: the education administrators, teachers, counselors, innovators, and evaluators, who will be involved in continuing education throughout New York State.

There must be serious commitment to exploring ways and means of developing education talent across the board in higher education. That first step, establishing an environment, is a very important step for continuing education and secondly, to develop an environment which will permit a dialogue to continue even if it is contrived. Discussion among public school administrators, public school leadership, school boards within the various districts, and the institutions of higher education, is essential for educational growth. These continuing discussions should be for the benefit of institutions of higher education as well as for the mutual benefit of all those involved. I believe it is crucial to the concept of laboratory that the feedback from the laboratory to higher education be built into the system as soon as possible.

In the final analysis New York's part in all this, as far as the Federal Government is concerned, is essential. It must serve as a laboratory. Justice Brandeis once said: "One of the happy increments of the Federal System is that a single, courageous state may, if its citizens choose, serve as a laboratory and try novel social and economic experiments for the benefit of the total nation." Too often today we hear in too many circles that the states are an obstacle to the progress of new programs. The states are inflexible; the states are too rigid; the states are not in a position to implement the concepts and ideas developed in the Federal establishment. If we go back to Brandeis' words — the State can give leadership — but its citizens must choose to do so.

The leadership you give is an attitude of mind. This attitude is essential if we are to be flexible enough to recognize change, or the need for change.

The Secretary of Health, Education, and Welfare, John Gardner, said that no one is in charge of asking the big question. May I suggest that the man who establishes a process which will bring into focus all the specialities, also relates to the broad picture. Above all, he can interpret how we effectively participate in our society. The State of New York should expect continuing education to become a process which allows the citizens to make a transition at any given time. They're challenged by their own shortcomings, by society's own development, or by the new needs of the society to make effective participation at all levels. This means we must contribute to productive society, to our own insights, and to the political health of the nation.

JAMES FARMER

Mr. Chairman, Regents, fellow panelists and friends, I want to thank the Chairman for his fine and very flattering introduction. It's always a pleasure to be introduced as a jailbird of conscience. That shows the nature of the movement today. And, the Chairman was so flattering in some of his comments that I was tempted to stand up and, as speakers often do, put in a disclaimer, and tell how unjustified those complimentary remarks were. Then I recalled an admonition of my mother many years ago. She said, "Son, don't reject flattery, don't knock it, you're not that good." With gratitude I accept those kind words.

I understand that many, many years ago, Napoleon Bonaparte, just before one of his famous campaigns, said to his secretary, "I'm about to retire, I must take a nap, and while I'm asleep, I expect a message from one of my field commanders. Now if it's good news don't bother to wake me, that can wait. But if it's bad news wake me right away because there's no time to be lost." I must speak somewhat in that vein, not to suggest that you have been asleep. Obviously, you're working hard. But, in a sense, the Nation has been asleep, and still is to some degree, and our State is too. My point is that today we are facing a crisis of unprecedented proportions and business, as usual, is not adequate. Indeed, it may be almost criminal when one confronts the magnitude of the problem that faces us. The old clichés don't work, they're not adequate.

The old answers also seem inadequate. In fact the questions seem to be changing. When Gertrude Stein was lying on her deathbed, a friend came in and said, "Gertrude, Gertrude, Gertrude, what is the answer?" Gertrude opened her eyes briefly and said, "What is the question?" Then she died. Well, the questions are changing almost as fast as the answers. One of the tragedies of today is that, in spite of all the activity, all of the victories of the past, we have not succeeded in changing the life condition of the poorer people in the minority of communities. We've changed many other factors, and this is the thing which has kept many of us awake. It has become a recurring nightmare which has aroused us from sound slumber night after night — the fear that we might wake up someday in the near future and find that we have indeed achieved equal opportunity, but that millions of the people are precisely where they were before that victory was won. That's the danger. We've not achieved that equal opportunity yet.

There is still much discrimination in many areas of life. We have opened many doors, but it is now apparent that many of those that have been opened, remain open, but people cannot walk through them. It's a kind of cruel joke which society often plays on the poor to say that the door to opportunity is now open: "Arouse yourself, stir yourself, and walk through that door;" ignoring completely the chains of ignorance and lack of skill which keep you bound and immobile.

We have given mobility to those in the black community who are lucky. The black Ph.D. has it made today. He can get a job anywhere. A college graduate has it pretty much made. At the college where I am teaching, a predominately Negro institution, at the end of last year, companies from all over the country had representatives bidding for these young men for lower echelon management jobs and others. Well, that's fine. In fact, sometimes it's so easy they don't have much to do. One friend called me recently and said, "Jim, I just got a big job with a big corporation, starting out at $12,500." And he said, "I didn't have to do anything but sit close to the door and look very Negro." And he finally got fired because he wasn't dark enough; they needed greater visibility. I don't knock this, though I laugh at it sometimes. We fought hard for that opening of the door. It's a foot in the door and maybe it will open wider. We'll try to swing it wider open. But the fact is, as 10 of the lucky ones walked in the front door, 100 of their less fortunate brothers, with less education and less skills, ran out the back door, automated out of jobs. And that, it seems to me, is the crux of the problem that confronts us today.

There was a time in the past when our nation and its economy could afford to have a large reservoir of unskilled and illiterate workers, but that time is over. Automation has put an end to it; now we cannot tolerate it. That underclass, without mobility, and without participation cannot be tolerated. They are a drain upon the economy. That group of people thus becomes obsolete unless something is done. Obsolete did I say? But not really obsolete, because they are there; they are aware of their presence as never before. They are bursting with an existence. In the past they were invisible. The main road skirted their community, bypassed them, or went over them on "els" or under them in subways. And we didn't know they were there. They were invisible and they were silent. They were an amorphous glob. But no longer; now they're awake. They know they exist. They know they are *people*. They have, as the title of the symposium indicates, heightened expectations. They've heard much about freedom. They've received many, many promises. They have found a voice. The Antipoverty Program has helped this process too. They participate in part on committees. They have learned the value and the virtue of participation. Never again will they be silent, or invisible. They will insist upon some kind of participation in the society. The question is not, will they participate? The question is, what will be the level of their participation? Will the participation be merely disruptive, obstructive, and destructive of the society, or will it be a knowledgeable, and educated, and intelligent participation? *This* I see as the task confronting continuing education in the State of New York and throughout the country. The people will participate on the picket lines, or sit-ins, or elsewhere. They are alive now, but what will be the level of that participation?

I am pleased that parents in the ghetto community, at long last, are vitally concerned about the education of their children, and are demanding a role in determining how their children are going to be educated. Now they're not educators, obviously, and cannot devise curriculum. They are not experts in the process of education, but they have one thing of great value, in addition to their awareness of their own existence, and that thing is a burning, passionate concern that their children have a better chance than they had.

In the past we've made the mistake of concentrating only upon the children, and many of the programs today still do. I can understand it, because they say that we have only limited resources, time is short, and there is nothing that can be done to save this generation. They say let's work on the next generation and save it, but I suggest that this is a terrible and dangerous fallacy. In the first place, these are people, and we cannot write them off — they are Americans, they are citizens. They have a right to expect participation in society. They have a right to expect a decent life.

I would suggest secondly, that we cannot really deal with the children unless we work simultaneously with the adults, with the parents. You teach a youngster to talk and send him home, and if his parents can't talk, then the work which you have done is vitiated. The whole thing is interrelated; what happens to the children is related to what happens in the home. What happens in the home is related to the level of education of the parents. I think, therefore, that continuing education, dealing with adults, has never in history been more urgently necessary than at present.

There are many things that need to be done. I'm appalled to note the degree of incidence of functional illiteracy in our country, and in our State. There are an estimated 3 million adults in New York State who may be classified as functionally illiterate. Two million according to the 1960 census figures who have not completed eight grades of schooling. If one adds to that those who may have completed 8 or more grades but still cannot read or compute up to that level, the figure, undoubtedly, would be well over 2 million — probably 3 million. Now there are programs that are working on it; the Department of Education has programs in this field, but I suggest they are not large enough; that what is now indicated is a massive crash campaign. We cannot afford to have this giant underclass incapable of gaining mobility and participating in the life of the Nation. It will bring the Nation down with it. We must elevate this class.

We must provide those literacy skills, and the technology is available. You are more familiar with much of that technology than I. You know, for example, that there are programmed instructional materials which have worked. As various independent research agencies have shown (Greenleigh for example) they have worked, and they have done a job of elevating the academic skills in a brief period of time. Some of them are so simple in their application that they can be taught by nonprofessional instructors. Now this is not to say that the teachers are not needed, they are desperately needed. However, the crash job that confronts us cannot wait until we get enough professional, skilled, certified teachers. I think now we must begin to find those technological methods, such as the programmed instruction, which can utilize somewhat less of professional skills in instructing people in the basic academic skills, without which job training becomes futile and useless. How can you train a man to operate a highly complex IBM machine if he can't read, and if he doesn't know elemental arithmetic, or what numbers symbolize?

I think, too, that many of our continuing education projects should be where the people are. We should reach them. If they will not come to us, let us go to them. Let us go to the store fronts, to the trade union halls, to the industrial plants, to the streets and the parks, and indeed to the pool halls. Let us go to the people where they are, and let us use members of their peer groups to find out where they are, and identify them. And then let us use materials which are relevant to their experiences and their needs. I once sat in on a basic education class and was appalled to observe the kind of materials being used. Here was a burly 250 pound truck driver struggling with a sentence which said, "I am a buttercup." What could be more ridiculous? Or a couple in their fifties trying to work their way through a story about a visit to grandma's farm. Nothing could be less relevant to their lives and experiences, and our materials should be reoriented to speak to those lives and those experiences.

Literacy is unimportant in itself, unless it is geared to a pot of gold at the end of a rainbow; some prize at the end of the journey. That prize must be jobs. So it should be geared to job training and retraining, using modern technological methods, and those technological methods *do* exist. For example, I saw one in operation in a job corps center (one job corps center out of many), there they were training meatcutters in 18 days, when normally, people say it takes 9 months to make a meatcutter. They merely programmed the instructions. And, believe it or not, those meatcutters were superior to the 9 month ones. So, when they got jobs in retail stores downtown, at the end of their training, their employers, without exception, said that they were as good as, or better than, their regular meatcutters.

The methodology exists, so let's get on with the business, because the news in the cities is not good. We have just gone through the most agonizing 3 summers of the Nation's history. And now is the time to really bestir ourselves and get these problems solved. And we must train people but not for obsolete skills. Nothing could be more cynical than that. To train a person for a job that doesn't exist is frustration multiplied. He must be trained for a job that does exist, or which we are going to create by the time he has that training. I've seen youngsters trained to be airplane mechanics, in this age, using nothing but prop engines for their training. This obsolescent equipment renders his skills obsolete by the time he gets them.

The training should be prejob training and on-the-job training, with great emphasis upon the male heads of households. Moynihan was right in his thesis that there has been a degrading of the adult male, especially in the families of the black poor. My fellow panelist, Mr. Nunez, can speak about the Puerto Ricans and whether the same thing is true for them. This is a major problem, and it should be a part of the emphasis.

Finally, with continuing education programs for minority groups, and especially the black, we need to place great stress on ethnic history and culture, and the contribution of our peoples to American history. When adult education only dealt with immigrant groups, this was not so essential, because they knew of their culture. They knew of their history. They were proud, they had dignity, they had an identity, and were seeking to merge that identity with the melting pot of American identity. They needed perhaps to know more of what the people from their culture and history had done in this country. However, when we deal with the black people in the ghetto, it is quite different. They lack the ethnic identity, the awareness of culture and history. If one does not have a history of which he is aware, I suggest that there is no reason for him to learn history, or for that matter, to learn anything. When we work with adults in the black community, ethnic materials are of great import. Black folk must see themselves as proud men, not as separate men, but proud participants in the glorious experiment of cultural pluralism. While they have much to give, they must also learn what others have given. That is real integration, you know, where proud and equal partners can come together, each having something to give of which he is proud and knowledgeable, and something to receive for which the other is proud and knowledgeable, and thus something for mutual sharing.

Probably the greatest need among the black adults today is not jobs only, or housing only, or schools only, but a sense of having some measure of control over their destinies; a sense of being able to effect change in the Nation's society. Without skills, this will often be done in stupid and ineffectual ways. With skills, it can be done creatively, and with enormous effectiveness. To paraphrase Oliver Wendell Holmes, "The important thing is to have vast masses of people, hitherto invisible, now wielding with literate hand those levers of power which shape the contours of this land."

Louis Nunez

I welcome this opportunity to discuss some of my concerns regarding continuing education. In examining the field, one is impressed both by the great diversity of programs (the multitude of agencies of all types, both public and private working in it), and the different and, at times, contradictory views of the goals of education held by professionals in the field and the general public. It becomes apparent that continuing education has the potential of involving a much greater number of people than our conventional educational system with its 12 to 16 years of continuous education terminating at 21 years of age. It has been estimated that 61 percent of all adults over the age of 21 have been involved in some form of learning activity in their lifetime, and that 1 in 5 adults has undertaken some form of study during a 1-year period. One of the initial questions raised is what should be the goal of governmental efforts in this area. The New York State Commissioner of Education, in 1961, stated this as a goal: "To provide adequate opportunities throughout the State for all adult individuals to learn and develop in all phases of their lives—work life, family life, public life, and cultural life."

Accepting the fact that continuing education contemplates education for a population ranging in age from the early twenties to the seventies, and that it includes adults at all levels of educational achievement, from illiterates to highly literate people, it becomes a matter of some concern to determine to what degree and in what order of priority should the broad interest of the State become manifest. For example, we often hear that much of the work force must be retrained for the coming era of advanced technology. What about those who, at present, have no training at all? One might say, "Obviously we must work in both areas." This is true, but the reality of our society is that governmental resources are scarce and that hard decisions are continually made as to priorities concerning which programs should be funded initially, and to what extent.

I suggest that the State, which has a mandated responsibility to educate its youth, should also have a similar mandate to insure that the adult working population is trained to a level which enables each person to lead a successful adult life. By the phrase, "successful adult life," I mean the ability of an individual to hold a steady job with sufficient remuneration to enable him to support his family and bring up his children at a modest level without additional government aid. The income figures will change in relation to economic conditions, but the attainment of this level should be a goal of our State government. It is also essential that we now begin to think of the organizational framework to tie together, in some coordinated way, all public and private programs in this field. I am aware that in this greatly expanding field the State Education Department has assumed the leadership in coordinating programs to see that order comes out of chaos. Suggestions have been made that the implementation of adult or continuing education programs should be delegated to the local educational districts or boards of education. One would think that this is reasonable as the local school systems have probably more of the physical plant, the trained personnel, and the experience to assume leadership in this field. Our present situation would indicate, however, that if this course were followed, it would be disastrous. In the urban centers of our State which have 70 percent of the State's population, the local school districts are everywhere embattled on the issues of school integration, quality education, meaningful participation of the community, and problems caused by educational failure. All of these problems appear to have engaged the total energies of the local school systems and it is a moot point whether they will be able to successfully cope with them. To suggest that they could, under these circumstances, undertake to manage, coordinate, or play the principal role in a field which contains so many diverse elements, is unrealistic indeed. I would also like to suggest that a new organizational structure would be much more open to fresh approaches to the field of continuing education and would permit a more meaningful role for nonprofit community agencies.

In the past several years, we have witnessed the turmoil and tragic disorder created in our society by that segment of it which is completely locked out of our upwardly mobile population. This group, 20 percent of the total population, is by no means all on welfare. The majority work, but usually intermittently, and have jobs with no possibility of advancement beyond the entry level. Aside from the aged, this segment of the population is composed primarily of Negroes and Puerto Ricans in New York State. What are the basic reasons for their not overcoming the barriers of poverty? Aside from the numerous reasons we have all heard, I would suggest that the primary reasons today are insufficient education, and lack of marketable skills. Programs addressed to helping the poor are, for the most part, palliatives. They make being poor in our society less dangerous, less uncomfortable, and a less humiliating experience than it is at present. But even if these programs succeed beyond our wildest dreams, the poor will still be with us in significant numbers. This is not to suggest, what we all know, that every poverty program in our State has as one of its basic components some form of manpower training for the poor, perhaps with the more glamorous title, "New Career for the Poor." What I am suggesting here today is that continuing education should make training for the poor its primary concern. The organizational framework with which to accomplish this should be flexible, innovative, hospitable to new techniques and new approaches, and dedicated to working with public and private agencies, schools, universities, unions, and private industry. In other words, dedicated to working with the total spectrum of organizations presently in the field.

In order to reinforce the crucial importance I attach to this goal for continuing education, I would like briefly to review some of the known facts concerning the social and economic condition of the Puerto Rican community of New York State. This community is estimated to number more than a million citizens. Unfortunately, our situation as a group has, too often, been lumped in the general category "Negro and Puerto Rican" without any awareness that there are significant differences in the problems faced by each group. Different approaches must be developed if we are to arrive at a solution to the problems of these communities. The Puerto Rican migration is that of a group of United States citizens moving from one area to another and is comprised primarily of rural people migrating to cities. Although certain statistics might indicate that a large percentage of Puerto Ricans are coming from the cities of Puerto Rico, the cities act as a way station on the migrants' journey to the mainland. The great migration of Puerto Ricans came in the 1950's when 309,000 Puerto Ricans migrated to New York City alone. Net migration to the United States from 1960 to 1967 has been estimated at 158,000, of which 65 percent or approximately 93,000 migrated to New York State. In citing these figures, I am unable to cite New York State figures exclusively as there are no figures for the Puerto Rican community in the State of New York.

In viewing the migration, an interesting fact emerges which is known to every Puerto Rican but is not as well known outside of the community. The figures represent net migration, or the sum of persons coming to the United States after the number of those returning to Puerto Rico has been deducted. There is a constant back and forth movement between the island and New York. People come for a year or two and then decide to go back. Demographers and economists who have traced the patterns of Puerto Rican migration have shown that the migration is closely related to economic conditions in the states. When conditions are good, migration increases; when economic conditions are poor, people return.

Puerto Ricans in New York are, as a group, a poor people. The 1960 census reveals that 1 in 5 New Yorkers lived in poverty, that 1 of 2 Puerto Ricans and 2 out of every 5 Negroes lived in poverty. Furthermore, Puerto Rican poverty is concentrated in large families. Of the Puerto Ricans living in impoverished circumstances, 62 percent were in family constellations of 5 or more members. Of poor nonwhites, 46.1 percent were in similarly large families. The statistics available in this area indicate that poverty among other whites is generally a problem of the aged. For Puerto Ricans, poverty is characteristic of large families with children.

In 1959, 34 percent of Puerto Rican families had incomes of less than $3,000 and more than half, 54 percent, had less than $4,000. A 1966 study of economic conditions in the Bronx where the largest Puerto Rican community resides, indicates that these conditions have not changed in the past 7 years. The median income of Puerto Rican families in the Bronx in 1966 was $3,916. Sixty-eight percent of the Puerto Rican families still had a family income of under $5,000 and 27 percent had a family income of less than $3,000. In other words, from 1960, when we have our original census figures, to 1966 there has been no appreciable change in the condition of a significant proportion of the Puerto Rican population of the City of New York. In the area of employment, Puerto Ricans are concentrated in occupations with the lowest pay and status. In 1960, 71 percent of employed Puerto Rican males were in occupations classified as operatives and kindred workers, service workers, private household workers, and laborers compared with the 61 percent of nonwhite and 31 percent of the white males. Most employment projections of New York have indicated an increase in the administrative, professional, and technical fields. These occupations usually require at least a secondary education and increasingly a postsecondary education. There has been a decline in the blue collar fields. The New York metropolitan area has experienced a freeze in manufacturing jobs and for New York City alone, where all jobs increased by 57,000 over a 5-year period, there was a decline in factory employment of 76,000 jobs. This occurred in a 5-year period.

In summary, jobs which require a high degree of education are on the increase and jobs which can be performed by people with little or no skills are rapidly disappearing. Although this problem affects all unskilled workers, it is of a special significance to Puerto Ricans who are so heavily represented in the declining fields. In contrast to the Negro community which has successfully entered the Civil Service in ever increasing numbers, Puerto Ricans still lag far behind in this area. It was estimated in 1964 by the City of New York Commission on Human Rights that only 3 percent of the employees in the Civil Service were Puerto Ricans in comparison to 23 percent who were Negroes. In the area of education, adult Puerto Ricans have the lowest level of formal education of any identifiable ethnic or racial group in New York. When we consider that for the most part, the limited educational preparation of the Puerto Rican is in Spanish, one can begin to see the depth and breadth of the present difficulties. The facts I have presented show a definite pattern. Puerto Rican adults are at the lowest level of economic and educational achievement and immediate action must be taken for their training and education. The fact that English is a second language for Puerto Ricans makes it clear that any program for them should focus on language training as a primary concern.

With these facts as a point of departure, I would like to tell you about the group who early in the 1950's founded the Puerto Rican Forum. This was a group of college trained second generation Puerto Ricans who were interested in exploring whether their individual experiences in "making it" in our society could be used to develop a program of service to the community. As a volunteer group it was some time before the ideas crystallized sufficiently and a mode of operation evolved. The conclusions were that if a community was to progress it must begin to develop its own institutions and agencies to deal with problems of central concern to it. The concepts of self-help, and that those who had already broken through the poverty barrier had a responsibility to the less fortunate members of the group, also become part of the working philosophy.

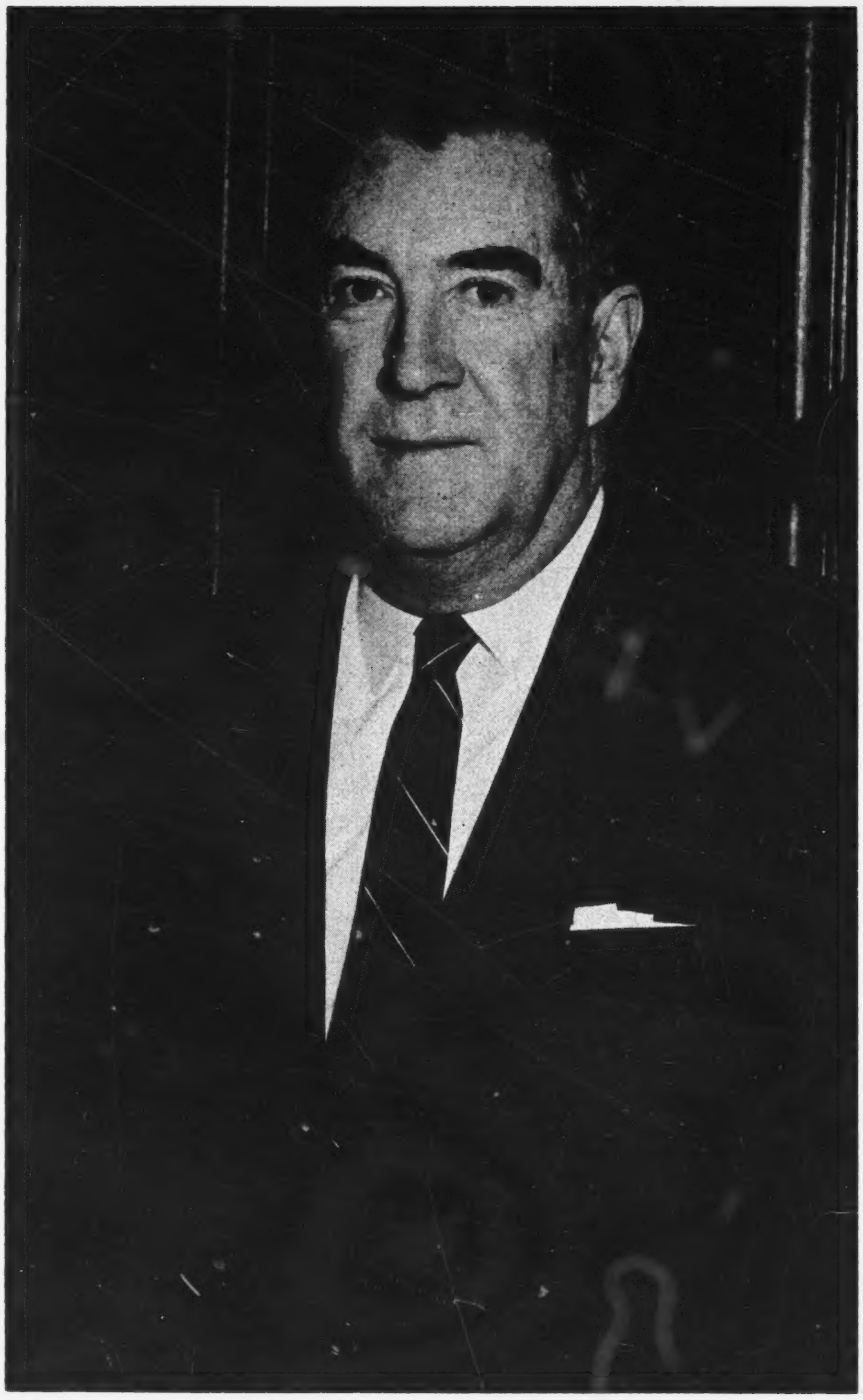
Although the concept of self-help is established in the American character, it required a fresh evaluation in view of the increasing expansion of government interest and funds for social services. Also, the War on Poverty and the recent development of the concept of human resources as being an asset more important than natural resources, caused the group to further define its approach. Out of this background, the members of the Puerto Rican Forum decided to create a private nonprofit leadership development agency concerned with the development of a group of new leaders for our community. Youngsters would be aggressively recruited and trained, and an ethical commitment would be developed for the solution of the group's problems. This agency, ASPIRA, opened in 1961 through the generous support of several private foundations. In the 6 years of its existence it has done much to revitalize the community's confidence in the ability of its youth to achieve at the highest level in education. I think it is important to note that the agency was created by Puerto Ricans, is directed by Puerto Ricans, and serves Puerto Ricans, but it is supported by the private sector represented by industry, individuals from all walks of life, the City of New York; the Federal Government, and the Commonwealth of Puerto Rico. One might raise the question, "How can this be considered self-help if the agency is supported by so many outside sources?" It is true that outside sources contributed the funds to establish the program, but the crucial fact is that the community group assessed its own needs, organized its own people, set forth its own programs, then went out and sold them, and during the entire process maintained control over the agency. The success of ASPIRA enabled the Puerto Rican Forum to move into new areas. The managerial and program techniques developed, the knowledge of how to secure funding, all developed during a period of several years, was now put to use in moving into a new area—the development of adult human resources in our community.

We in the Forum are now in a position to innovate programs geared to very specific practical community needs and we can make these programs happen. Let me give you two current examples. The United States Department of Labor is funding a project to teach basic English to factory workers where they work. A mobile language classroom, equipped with the latest electronic language training equipment, will move from one job site to another to give intensive classes in the basic language of the job. A methodology will be devised, and a curriculum developed, which will enable the Puerto Rican worker to overcome his language handicaps and enable him to participate in upgrading programs in industry. A second example is a program focused on the development of small businesses and the training of persons to manage businesses adequately at all levels.

Thus, ASPIRA's success has had a "multiplier effect" on the Forum's programs. This effect is an essential ingredient in a community's progress. A community must develop the managerial and administrative capabilities necessary to mount a broadening variety of meaningful programs. It has been said that success breeds success and failure breeds failure. In this context where we are continually informed of the mismanagement and failure of community programs, the indispensable ingredient is the development of the capability to manage large tasks. I believe that a group, whether it be racial or ethnic, which has a common concern, should not find that the services set up to assist it make it impossible for it to strengthen itself as a group.

We are concerned here today with the State's responsibility in the area of continuing education and the organizational framework necessary to fulfill these goals. The framework which is finally devised must make provisions for the communities and groups involved to go through the four-step process I have indicated. The essential steps are: the assessment of needs; the development of organizations to deal with the problems; the securing of multisources of funding; and the continued control of the policies of the organization. Any new State organization formed must not ignore the potential strengths of community groups; these strengths must be reinforced and encouraged by the State's actions.

CONTINUING EDUCATION FOR RISING EXPECTATIONS IN OUR URBAN AREAS



Chancellor Joseph W. McGovern

JOSEPH W. MCGOVERN

It is a privilege for me as Chairman of the Regents Committee on Higher Education to be the Chairman of the afternoon session. I think it has a significance for all of us here, because it shows that the Division of Higher Education in the State Education Department is very conscious of its role and responsibility in the field of continuing education. We face problems here which cut right across and through the entire Department; all its divisions give complete cooperation in working to solve them.

The theme for the afternoon session is *Continuing Education for Rising Expectations in Our Urban Areas*. I am particularly interested in the emphasis here on urban areas. The problem of the cities is one of the greatest in our Nation and this problem is, in reality, the problem of the people who live in them. The cities were once the places of rising aspirations and expectations for all those who came to them whether from within or without our shores. It is a sad fact of history that this is no longer true. Urban areas are, today, for so many people places to be shunned rather than sought after.

As one who has lived all my life in New York City, and as the son of parents who both came from a foreign land to the great city of opportunity, I am very much interested in seeing the current trend reversed. I am convinced that education is the only solution because education deals with the people and the people hold the power of solution in their hands. We are very much dedicated to continuing education. This must be designed, as Dr. Pagano said this morning, to meet the problems of the time and place—these problems that have changed so much, and so frequently over the years. Our Nation cannot afford *not* to bring out the native talents of all our citizens.

The first speaker on our program this afternoon received his college education at Union College in Schenectady and his graduate degrees from Cornell University. He must have liked it there because he went back and stayed a long time. Since 1948 Dr. Risley has been connected with, and presently is Dean of, the New York State School of Industrial and Labor Relations at Cornell University. He has a very broad experience and background, both professionally and academically, and he has served his country and his community well in many capacities. I cannot think of one more qualified to speak to us today on *Continuing Education for Rising Expectations in our Urban Areas*, than Dr. Robert F. Risley.

Robert F. Risley

Some of the things being talked about this morning suggest that the nature of continuing education is, in fact, a part of the pattern and process of change. The comments suggest that those people who are involved as leaders and teachers in the continuing education process are, in fact, agents of change. The comments which Jules Pagano made this morning support the concept that continuing education is an activity which brings the educational institutions and educators into a live arena of community problems and action.

One of the concepts which universities and continuing educators have clung to, possibly as a protective device, is that they will conduct adult education programs, but will take no responsibility for what happens as a result of them. It seems to me that when we are talking about the needs of urban communities and the needs for continuing education in urban communities we are talking about seeking ways in which education, and continuing education in particular, can contribute to the solution and the resolution of a variety of complex problems and issues. This cannot be done unless the educational institutions which engage in this task are willing to deal with the community problems and become interested in the results of their educational activities.

Education of the young and education of adults are two related but fundamentally different things. Education of the young is a prelude, a process of preparation for life and work. It is broad and general in scope seeking to give each student a basis from which he can move out into the world of adults. Few students in high school, and not too many in the early posthigh school years, of study, know what they really want to do or will be doing in their careers. Education is an effective way to pass on knowledge and cultural background to the young.

Education of adults, on the other hand, is usually more specific and purposeful. It is undertaken to achieve some particular end: to learn a new skill; to update knowledge; to fill in educational gaps; to use leisure time in a better way; or, to help the individual understand and cope with new demands. The point is, adult education is functional. For whatever reason a person engages in it, it is more goal directed or action oriented. Adults want to put to use what they learn to achieve a purpose.

This difference is not sufficiently understood. It places different responsibility upon those who are involved in continuing education for adults. They must be realistic in accepting the fact that the adults they teach are change-oriented since other adults do not engage in continuing education. They must also be realistic in accepting responsibility for the actions taken by those they teach as these adults see to achieve whatever goals they may have.

I was asked particularly to comment about the interest of labor and labor unions in continuing education. This is appropriate because labor and education have been connected from the time that labor unions have been active. I have talked with a number of people in preparing for this meeting to assess labor's position on continuing education in a broad sense.

I want to quote from one letter which I received in preparing for this meeting:

> I would suggest that you mention in speaking about union activities in education that the interest in "continuing education" is widespread in labor unions and that union members and their families are encouraged to continue studies through regular schooling and beyond. The unions are also concerned with the choice of courses that are available for continuance of education.
>
> Labor is also concerned with the question of the need for free tuition in education and where fees are set ask that these charges not be excessive. Especially is labor constantly advocating the principle of free tuition and stressing the aim of education be the right of all qualified students regardless of ability to pay so that no one is deprived of the right to education through college and the university.
>
> This is constant policy of AFL-CIO.

This letter was from Morris Iushewitz, Secretary-Treasurer of the New York City Central Labor Council, AFL-CIO, who has long been interested in education for labor. It sets forth very clearly the interest and position of organized labor and its leaders in New York State. I do not believe there is a union or labor leader who would not support the expansion of continuing education. Labor believes in continuing education.

Labor, like business, industry, and government, practices what it preaches—that is, it conducts a vigorous and growing program of education. Labor education is as old as unions. It has always been a part of the organizational activities. As new problems and issues arise, labor seeks to find ways to educate people concerning them. Labor education has expanded rapidly. Labor, like other groups, looks to educational institutions to assist and provide much of the actual education it seeks for its members.

Labor views continuing education as a never-ending process. It sees it as a means of understanding the complex social, economic, and political problems which citizens must seek to resolve. It sees it as a means of developing the leadership abilities of individuals. It sees it as a means of assisting people to live better, improve health, and adjust to community standards. It sees it as a means of enriching life and making better use of the increased leisure time our productive economic system is providing.

The interest and needs of our labor force for continuing education span the range from a course in basic mathematics or science, to postgraduate education necessary to keep up with expanding knowledge. Continuing education needs to be able to serve a variety of needs such as:

1. Education for disadvantage — remedial education, language training, etc.
2. Making up educational gaps — covering courses not covered or taking a high school or college degree missed
3. Improving employability or changing occupations — remedial education or specific vocational education to enhance earning ability
4. Updating in occupation — learning new technology, new skills, new methods at all levels to maintain position
5. Improving ability to function as citizen — courses in social and economic programs and issues
6. Education for community service — learning organization skills and understanding community problems and how to seek to deal with them
7. Self-improvement and improving ability to use leisure time — art, music, literature, crafts

The nature of continuing education is such that for some people it may mean a planned program of study over a long period of time for a specific objective such as completion of a degree or qualifying for a new occupation. For others it may be an occasional course to fill some personal interest or education gap. For still others it may be seeking to learn more about a specific community problem and methods by which its solution can be sought. The same course — a vocation course in practical electricity, learning to speak Spanish, or public speaking — may be self-improvement to one person, vocational to another, and part of a degree program to still a third. The needs and interests for all these purposes should be met by a comprehensive program of continuing education.

The interest of people in a broad program of continuing education is very great. A short time ago I conducted a survey in a 5-county upstate New York area regarding the vocation education. Eighty percent of the sample of over 8,000 persons questioned favored expanded vocational education opportunities for adults, and over 40 percent of those surveyed report an interest in some type of part-time or full-time vocational education themselves. Similar interest and support is demonstrated in various other surveys and in the response to programs offered. Ithaca is a relatively small community with a public school system conducting adult education programs, a dynamic BOCES with adult education programs, and Ithaca College and Cornell University offering educational services to adults. Recently a group of graduate students organized an informal neighborhood school to conduct adult education programs and enrolled about 300 persons. This new educational undertaking is reaching many who never have been involved in continuing education before.

Now, to go back to the concept that continuing education must be a part of the process and that educators are not simply sideliners, we should look at the exciting kinds of things that have been going on. Unfortunately, few of these things have come from the formal educational structure. Programs developed and stimulated, for example, by Title I of the Higher Education Act (a concept incidently which many extension people did not like), have led to many innovations. Many institutions which have carried on more traditional programs in continuing education have moved into new and different, and in at least a few cases, daring enterprises, stimulated by Title I support.

Under some of the other grants-in-aid that have been available, new programs and new types of activities have been developed such as that in basic literary training. The OEO program and the stimulus that this has given to experimenting outside of formal structures, has had an interesting effect. Agencies and organizations which are not part of the formal educational structure have contributed a great deal. Puerto Rican Forum and other organizations of this nature which have developed, are able to implement programs growing out of the needs of those whom they seek to serve.

If we are right in our assessment of the needs for continuing education; if we are right in our assessment of the interest of people in participating in continuing education; if we are right in stating that labor, business, industry, government, and community organizations support the principles of continuing education and seek its expansion, why then do we not have a program of continuing education that meets the needs? What are some of the reasons these needs are not being met and what can we do about it?

I would like to suggest some of the specific problems which now exist in continuing education and some possible lines of action. In setting them forth I do not wish to offend those persons and educational institutions now carrying so much of the load for continuing education with so little support. Inevitably, I am sure, I will offend some of my friends and colleagues by painting with a broad brush and not carefully describing those places, those people, and those programs that are exceptions to my generalities. I believe it is important, however, that the attention of all those concerned with meeting the needs of continuing education in New York State be focused upon the problems which exist generally in education of adults, and seek to remedy them.

While my comments will be addressed primarily to public educational institutions they also have relevancy for private institutions. I am not attempting to draw a line of distinction between continuing education activities that are conducted by public school districts, including the Boards of Cooperative Educational Services and vocational schools, and those conducted by institutions of higher education including the 2- and 4-year colleges and universities. That distinction, and the lines of demarkation, are necessary as part of a structure for the education of youth but, I believe, not necessarily suitable to the education of adults.

Problems in Continuing Education

The first problem in continuing education is the selectiveness as to its nature, the groups served, and the subjects offered. There have been considerable problems about the type of courses which should be offered and the groups to be served. Just this past Monday, at the State School Boards Association Meeting, in debate over a resolution requesting funds for continuing education, considerable discussion occurred about the subject matter that should be taught and the kinds of needs that should be served. From time to time particular events such as the first rockets and interest in space study have led to a surge in programs. In other instances, because special financing is available, for example for Civil Defense, courses are offered. At present because of Federal support, programs in vocational education under MDTA programs are available for the unemployed but in many communities similar educational opportunities in the vocational field are not available to individuals who are employed but who would like to take additional vocational education. Such accidental factors which come from outside and uncertain pressures and forces rather than a planned, long term comprehensive program, have resulted in an incomplete and inadequate program of continuing education.

Second, and related problem, is the fact that continuing education is available to different extents in various geographic locations in the State. In some areas, particularly certain metropolitan areas, relatively comprehensive programs of continuing education have been available. In other areas no such programs or only a few programs have been available. We have long had, at the level of elementary and secondary education, and more recently at higher education levels, the concept in New York that individuals, regardless of where they live, should have the same general educational opportunities available to them. We urgently need to introduce the same concept in the area of continuing education.

A third problem is that offerings in continuing education have generally either been the same as those offered for regular students or only slightly modified adaptations. The course content, reading materials, assignments, etc., are generally those which have been designed for use at whatever level the courses are normally taught. They have not been developed to meet the interest level of adults.

A fourth problem is the fact that facilities, and rules for their use which exist for the regular school population, have been carried over for adults with the result of discouraging participation in continuing education activities. For example, in many instances desks and seats which are designed for younger and smaller people are used for adults. Rules concerning smoking applied equally to adults. The facilities themselves are designed for use with classes who use them for only a limited time and then move out and on to other things whereas adults may spend much longer per session in them. It is important to think about the needs of adults for adult facilities if continuing education programs are to be offered.

A fifth problem is that regulations, procedures, credits, certification, etc., developed for the regular school and college programs are often applied to continuing education. They choked off the opportunities for adaptation, flexibility and experimentation needed in continuing education. For example, the number of hours of class contact for each course required for regular students is carried over and generally applied to adults. Often a required sequence of courses is likewise applied to adults. The opportunity for more flexible use of outside time and home study on the part of adults is not adequately considered nor is the fact that in many cases adults through experience, reading, previous education, etc., may be able to move faster or skip certain sequences prescribed for youth. The reverse is sometimes true in that adults may need a different sequence having been away from basic work which youths have had to build upon in taking advanced work. Adult education programming requirements and how they can best be met need to be considered. Continuing education needs to be free from many of the restrictions and problems placed on it by the requirement that it follow an educational pattern which has been prescribed for youths.

Another important problem is that to a considerable extent, administrators and teachers in continuing education carry on this work as "part-timers." Their major attention and concern is not with continuing education. They carry over into their adult work attitudes and methods for teaching in the high school or college classroom. A great many of them have little interest in this work except for the extra income which participation may bring.

There is need to develop a plan of adequate compensation for administrators and teachers in the continuing education field so that individuals make this a career rather than squeeze it in as a sideline. Related to this is the need to be more realistic as to the requirements and certification of persons to be teachers of adults. Many individuals whose experience, qualifications, and interests would make them admirably suited to work in this area are prevented from doing so because they have not met a variety of formal courses and certification requirements presently required in order to be able to teach. It is interesting to note that individuals may be able to teach persons at the graduate level but are not qualified to teach in a public school or vocational program at a very basic level. Persons of great competence involved in business, industry, and government, many of whom have real interests and could contribute much to the teaching of adults, are barred from so doing.

At present the administration of continuing education programs is usually being handled by those who seek long-range careers in general school or college administration. For a great many persons this assignment is seen as an entree into the general educational administrative field rather than a field in itself. Present certification requirements encourage this tendency.

It is interesting to note that in the area of adult education the methods and technology for teaching adults has lagged in public institutions. Generally, because the background of training and experience of teachers of adults has been that concerned with youths, the same methods and techniques are used. It is important to recognize that much can be learned from the efforts of business, industry, labor unions, and government who are involved in adult education. They have moved rapidly to apply the new methods and technology which they have developed for adult learning. Hopefully, continuing education in the public sector, if it were to be looked upon as a field in itself, might increasingly borrow, and even contribute to, the advancement of methods of adult education.

Another problem related to that of teaching is the lack of counseling in continuing education. Counseling of persons interested in continuing education involves different techniques than counseling of students who are enrolled in a regular program of learning at the public school, or college. Counseling of adults, helping them see how they may achieve their goals, overcome problems that they meet, and so forth, is an important aspect of the continuing education process. It requires knowledge of adults and skill in working with them as well as a broad knowledge of the availability of continuing education programs and resources.

Another problem in continuing education is that community leadership has not really been involved in the planning, development, and conduct of continuing education. Some of the problems which I have mentioned, such as the fact that many programs do not meet the needs of adults but are really designed for education of youths, comes from lack of outside community participation in planning. On paper, a variety of requirements exist for various types of advisory committees on continuing educational programs. In most cases, however, little is done by them and the educational programming is carried on without the active involvement of individuals who are in a position to provide useful support and direction to the programs. Such support and direction would help assure success in actually meeting the needs of the community.

Another problem of continuing education is the confusing pattern which has developed. In addition to whatever problems may exist between public and private educational offerings, there is, in public educational institutions, overlapping and competition in certain program areas and large program gaps in other areas not being adequately served. In most cases, it is unclear to adults why, in order to take a particular course, they must go to a particular educational institution. Is a course of a vocational nature to be offered by the public high school, the vocational school, the 2-year college, or where? Who can give a course in business, music, or literature? Does the answer depend upon the previous education of the student or some institutional arrangement? For those persons who are specifically interested in degrees, there is a relevancy to the level of the institution offering the program, but for much of the continuing education field this would appear less relevant than the qualifications of the teacher.

There is need to make greater sense of the pattern and, at the same time, to insure that as broad a program of continuing education as possible, is given within each community. This would seem to require some better method of looking at continuing education and its coordination as a whole in a given area.

Finally, there is the problem of financing continuing education. Many individuals will claim that this problem is really the cause of many of the others which I have listed. I am not really convinced of this, however, because if some of the other problems that discourage and limit participation in continuing education did not exist, I believe the demands and pressures for financing continuing education more adequately would have resulted in its receiving better fiscal support.

On the other hand, it is clear that financing is a major problem. The effect of inadequate financing in public schools can be seen clearly in the decrease in the willingness and ability of public schools to provide continuing education. This is because of changing aid formulas which have ignored and eliminated adult education as part of the calculation. It is essential that a formula be developed recognizing the costs of adult education, and providing reimbursement that will adequately support the staff needed by schools to carry on this work. The concept that this should be financed in some self-supporting way is not a sound one. It can easily be shown that those programs which have support because of special funds have been available and have been expended while those which have not enjoyed such support have been eliminated, curtailed, or not offered at all.

The picture at the higher education level is the same. Except for a few special programs supported by the State, such as ours at ILR, Cooperative Extension and teacher education, the State University has only recently begun to provide increased support for continuing education activities. Here also, real problems exist in financing continuing education activities. At the higher educational level it would seem necessary that financial support should be available to public education institutions. Scholarship assistance should also be given to individual students so that ability to pay will not become a factor for individuals who are interested in those courses which can only be obtained through institutions of higher education that charge tuitions. It is as important to provide continuing education opportunities for adults as to provide such opportunities for those high school graduates who go immediately on to further education.

There are, of course, a number of other problems which might be listed if one were to make a complete catalog of problems involved in continuing education. The problems in New York State differ little from those in other states. The ones which I have listed are those which I believe to be of major concern if the needs for continuing education in the State are to be met.

In view of the statement of Commissioner Allen and others this morning that we ought not to feel bound by present concepts and present educational structure, I'd like to suggest some ideas which might at least cause a second look at how continuing education is carried on in New York State. The scheme I propose would involve community groups, community leadership and those continuing education seeks to serve, in the process of planning, developing, and controlling it.

Describing the needs and problems of continuing education is only the beginning of the job; it would seem that a new approach to continuing education is necessary. As I prepared for this symposium, I kept coming to the conclusion that just talking about problems is not enough. It seems to me we also have responsibility for suggesting new ideas as to how continuing education might be improved and expanded in order to develop a system that would better meet our needs.

It seems to me the basic problem of continuing education is the fact that it does not have an important place in the education scheme of New York State. No one has been concerned with it as a primary mission. Educational institutions at various levels throughout our education system have varying degrees of concern. It is a secondary mission to too many people and a primary mission to no one.

I believe that a first and essential step in developing an improved pattern of continuing education in New York State would be to place it on a par with that of higher education, and elementary and secondary education, in the scheme of the educational organization — that is, to see continuing education as a third broad field of education which cuts across and draws on resources, talents, and ideas from others but which is, in fact, a program of education in its own right.

We've heard today, and I know it's true, that there is continued interaction among these groups in continuing education. But, for much of continuing education, these artificial levels of whether a program is being offered through the secondary public school system, vocational school, 2-year college, or the 4-year college, is meaningless. It is meaningful when people are talking about degree work, possibly, but much more important is where are the resources? How close are they to the people to be served? How good are the teachers? It doesn't really matter very much to most adults whether they're going to a high school, vocational school, or where, if the course, the program, the need they want to be served is being adequately met.

This new unit of continuing education could draw upon the resources, and cooperate with other parts of the educational structure. But, it could also do something else: it could also develop new, innovative structure for itself; it could develop facilities that are designed, for adult education; it could develop the adult teaching technology; and it could borrow from business and industry. In addition, could be freed to hire the excellent teachers drawn from business, industry, and other areas, who are not presently able to teach in many of the programs because they do not meet certification requirements of one kind or another. Hopefully, such a program might innovate, experiment, and work within the structure insofar as it was successful, but also might be free to develop its own structure.

Having gone this far out on a limb, let me briefly sketch the highlights of a possible pattern which might be developed. My scheme would start out with the creation of a Continuing Education unit in the education system under the Board of Regents equivalent in status to that of Higher Education and Elementary and Secondary Education. It would involve topflight personnel and be comprehensive in its staffing. This central staff would work with the public and private institutions in a fashion much similar to that existing in higher education.

I suggest the development of regional officers responsible for the continuing education programming within defined areas of the State. Each of these officers would have an area regional council comprised of broad representation of community leadership serving as a Regional Board of Continuing Education. This regional officer and the regional board would have responsibilities for working with the various institutions within the region offering, or planning to offer, continuing education programs. They would review the program offerings, suggest areas in which programs should be developed, and would support and advise in carrying forward the regional continuing education programs. New programs and activities within the regions for which State funding is requested, would be approved initially by the regional officer and board, and then recommended to the State agency for support. Institutions could, of course, develop whatever programs they wished as long as they did not seek State funding but, in instances where State funds were concerned, this approval and coordination would be required. At such regional centers there a counselling service should be established designed to serve individuals who seek information about programs and help them in planning program activities and determining how they might go about obtaining their educational objectives.

The State office for continuing education and the regional offices should be concerned with the development and fostering of full-time continuing educational programs with full-time directors and staff. If a particular community or school is not able to carry on such a program itself, efforts should be made to find nearby communities or institutions that could share the services. Similarly counselling service at the local level should be encouraged and developed. Among other functions which I would suggest should be carried on by this agency would be the review and development of the educational and experience requirements which should be expected of individuals who wish to become adult education directors. It should also review and develop more flexible standards for the preparation and certification of teachers of adults, giving recognition to noneducational activities and experience as well as formal educational activities in so doing. A similar program should be developed for preparing and certifying persons who would be counsellors in continuing education.

Another important area of responsibility would be the review and development of more flexible program requirements for meeting the educational needs of adults involved in continuing education. Such matters as the development of certificate-type programs which would be recognized by the State, the expansion of equivalency testing in courses or programs, and the development and approval of programs of study which would not necessarily conform to the requirements for youths, should be part of the responsibility of the State agency.

A related area of responsibility would be the exploration and development of improved methods of adult education, the utilization of technology and methods not generally used as a part of inschool education at the public school or college level for regular students. This would involve increased flexibility through use of such things as home study programs, tapes, television, study kits, etc., to supplement and make study activities more flexible. It would also involve the development of schedules of programs which met needs of those interested in continuing education rather than conforming necessarily to the 1- or 2-evening-a-week sessions so typical in continuing education. It might lead to developing concentrated full days of study on weekends and further development of daytime as well as nighttime programs to meet needs of employed persons.

Finally, this total system would involve the development of a commitment of financial support of public funds for continuing education. Such funding should be available to public schools and higher education institutions as well as the special centers conducting continuing educational activities supported through the State Continuing Education Agency. A support formula should be devised to relate the basic support for education to the attendance of persons at the programs. In instances where tuition charges are made, scholarship assistance and aid should be available to adult students in both public and private educational institutions in order to insure that individuals would not be denied opportunity for such activities because of inability to pay. In addition to this, funds would need to be available for the establishment of continuing education facilities designed especially for the purpose of educating adults.

The scheme that I have outlined appears, I am sure, to be drastic. I have not attempted to develop in detail all the aspects of it. I do, however, believe that it is a feasible outline of a general broad approach to the problem of the establishment of an adequate and comprehensive program of continuing education in the State.

In the long run I do not believe it will be a threat to those institutions and individuals actually committed to meeting the needs of continuing education. I believe that it will support and strengthen their activities. Neither do I believe that its costs will not return themselves. Many states have found that their investment in education for adults has paid off in increased prosperity for all citizens.

I am convinced after years of listening to discussions, conferences, meetings on continuing education; after hearing much about the needs for programs and needs for support, and after seeing the secondary position continuing education always has (since it's not the primary function of any institution or organization), that only by such a drastic new approach is there a real hope of changing its nature and scope. I believe that such an effort by the State of New York might provide real stimulus and leadership to the whole continuing education movement. Moreover, I am convinced that only by some such drastic and dynamic movement can the State, within the foreseeable future, develop a program which will adequately meet the needs of the State and its citizens.

I thank you for the opportunity to present my thoughts to you. I hope that those who cannot agree will at least find them provocative and that the discussions and response may lead to the answers which we all seek here — a way of meeting the urgent need for an expanded and comprehensive statewide system of continuing education so we may better serve all of our citizens.

THOMAS J. GILLIGAN

In thinking about the particular topic related to industry which I would treat this afternoon, I was reminded of a situation that happened not too long ago in the Boeing Educational College, as they like to call it in our vicinity. This is a new, $4 million facility which has been developed at the Aerospace Center in Kent, Washington, where we provide approximately 3 million training hours a year for Boeing employees. It houses approximately 300 instructors, administrators, and supervisors of instruction. When I walked into one of the classrooms the other day and looked at the board, I saw written across it by one of the students, "You'd better hurry up and learn a trade or you won't know what kind of job you're out of!" This is one of the philosophical problems young people have today. They find it a very confusing world. Half of the grownups are telling them to find themselves; the other half are telling them to get lost. They really don't know what to do.

I am very appreciative of this opportunity to be with you this afternoon and to express some of the attitudes and the urgencies which are felt by members of business and industry for this area of continuing education. I'll attempt to underscore some of the highlights of the challenges I believe are basic to continuing education from the viewpoint of industry, and to touch upon the responsibilities of the public institution, the individual participant, and industry itself in making this type of program meaningful and successful for everyone. I don't feel I am going to be able to discuss all of these areas in great detail but I would like to leave with you some of the types of things we are doing in the aerospace industry. These may be meaningful in terms of the kinds of directions currently indicated for the future of continuing education.

The forward thrust of the State of New York in many areas of education has long been recognized throughout this country. The sponsors of this symposium certainly must be congratulated for providing the platform from which this forward thrust will be given to the increasingly significant area of continuing education. This emphasis is already late in coming as Commissioner Allen has pointed out. I would like to quote him briefly. I think it illustrates the feeling we have at this time.

Continuing education has been the victim too long of our necessary preoccupation with preschool education, with integration, with the disadvantaged, with higher education, and all the other many problems we have in education. It is time, in my judgment, that we move continuing education up to the top of priorities and give it the attention that it deserves and must have.

We in industry, can only echo Dr. Allen's feelings and the remainder of my speech this afternoon will be dedicated to the "why" of industry's concern for this viewpoint. To give you an idea of the interest of the Boeing Company in this field I might briefly sketch some recent activities of the company. I think you need to recognize that the company is the Northwest region's largest individual employer. In this respect, it perhaps is not a kind of median for measuring the types of things that are done by other institutions or other companies, but certainly it does provide an opportunity to take a look at what one industry is doing.

Our payroll at the beginning of 1967 stood at approximately 135,000 individuals nationwide, with over 85,000 working in our Puget Sound operations. We had a net gain of 32,000 employees last year. When one considers that each new manufacturing job eventually creates at least that many more nonmanufacturing jobs, the impact of the employment process on the work force assumes even greater magnitude. Every 1,000 additional employees in a community, according to the U. S. Chamber of Commerce Report, bring 3,590 additional people and $7,100,000 more personal income per year. As a result of this, 30 more retail establishments are created; 970 more passenger cars are registered; 3,310,000 more retail sales per year come about; there are 3,290,000 more bank deposits; 650 additional people are employed in nonmanufacturing businesses, and there are 910 additional school children.

This adds up to a pretty potent impact and a recognized responsibility on the part of industry to provide a plan to deal with the ensuing problems, including those of continuing education. The Boeing Company realizes that its employees are its most valuable asset. We feel a direct responsibility to encourage them to develop as fully as possible their knowledge and their skills. Consequently, the off-hour program of the company guides Boeing employees into practically every type of continuing education course offered in the community. That means it permeates to a large degree every institution of education from the secondary school programs through all posthigh school programs in the Washington State area. It is appropriate to point out that the Boeing Company has both a paid-time and an off-hour program for its employees. The underlying philosophy of the employee training program for the company (and I think this is most important to the continuing education area) is to accomplish as much of the training and development of its employees, off-hour as possible.

The question which many educators still ask, however, is, "Why can't we do more of the training for your company than we are doing now?" The Boeing Company, for example, is doing about 50 percent of its training off-hour in public-school-related programs, and the other 50 percent on paid-time training in its own facilities, with its own staff. I will summarize the reason for the paid-time training and more expensive training.

First of all, the public schools are primarily geared to quarter or semester programs, and the staff and courses are related to these time spaces. Industry needs, in many cases, are short range in nature. For example, and this happened just the other day when we were notified that an additional 100 'C' mechanics would be needed in the next 10 days. We received this request for training on a Friday and the training had to begin the next Monday. No public agency, to my knowledge, is geared to react to this type of demand. Secondly, highly classified or proprietary material demands that certain information must be used internally in the company. Third, highly technical personnel or equipment is available only within the company, on a limited basis.

Nevertheless, industry is seeking every possible occasion to utilize the resources of public schools and institutions in the community and, in my estimation, this involvement of the school programs can be increased considerably through an increased liaison between industry and public school personnel. The use of advisory committees to establish contact between the schools and industry is an historical fact, but all too frequently this technique has not been successful in providing adequate communication on a timely basis between the schools and industry. It has not been successful in adequately bridging the gap between the selection and training process, and the employment of the individual in industry.

At Boeing we have taken some specific steps to bridge this gap in the State of Washington. Close liaison has been established with the State Department of Education responsible for vocational education.

As a result of this relationship we have been able to develop an aircraft manufacturing training program which is offered in the State's public schools.

Some 38 high schools throughout the State have implemented courses in their industrial arts programs in 'C' mechanic training, jig building, and machine operator programs. These are for high school seniors who have indicated that they will not go on to college or university training following their high school graduation. Education's role in this program is to sponsor and administer the courses with the State Department for Vocational Education serving as the central coordinating agencies for the high schools, community colleges, or vocational technical schools that are giving the courses. The instructors are from the participating schools which also provide the facilities, and necessary shop and hand tools for training. The Boeing Company assists this program by supplying necessary raw materials, textbooks, training aids, tool and assembly equipment, technical and consultative services, additional instructors as needed, and inplant seminars for teachers of these particular courses. The graduates of this program have a position waiting for them in industry when they complete high school. More than 800 of these students in the past two years, approximately 65 percent of the total, have selected Boeing as an employer upon graduation. The employability of these students is unquestioned, and thus the gap between school and their employability has been successfully bridged.

The schools in the State of Washington at the community college and vocational technical level have also been active in providing a wide variety of training programs in such areas as drafting, and wind tunnel modelmaking, on a scholarship basis in cooperation with Boeing. These programs bring together the resources of the schools, industry, and the State Employment Service. Again, a cooperative endeavor. The Employment Service recruits the students, industry pays the normal school fee for the training at the local school, and the school provides the training. When the training is completed the Boeing Company and other industry provide the job opportunities. The Boeing Company has provided loan instructors, material and supplies, curriculum outlines for the courses, and lent equipment in support of these programs.

The community colleges have provided upgrade opportunities for line production supervisors who have less than a high school education to enable them to obtain 2-year Associate Arts and Applied Science Degrees and to provide the possibility of going on to Bachelor of Arts levels at 4-year institutions. This work-study program provides some release work time support by Boeing. A continuing education opportunity that did not exist for these people has really opened the doors to general administrative improvement of shop production line staff, and this is a universal concern of most industries.

The universities and colleges have entered the continuing education area in support of the engineering demand problem that has faced Boeing and other industries for the past few years. These institutions have entered into this effort with a design education program which has enabled Boeing to recruit science majors from 4-year institutions. These are math, physics, and chemistry majors — and these people were placed in a 12- to 14-week university-and-Boeing associated training program, to create junior engineers. This program has been so successful that the number of students in the program is being increased fourfold next year.

One of the greatest needs in the State of Washington and throughout the nation, is for enough educational and training opportunities to prepare our citizens for maximum vocational productivity. Although there is currently a large manpower demand, employment requirements are increasing for people who possess the refined and specific skills. This brings us really to the horns of the dilemma as outlined by a recent survey in a large urban city. It was shown, that of the currently unemployed individuals seeking employment and these are largely Negro, 75 percent have less than an eighth grade literacy level; 88 percent have less than an eighth grade computational level, and 62 percent score less than a 90 on a standardized I.Q. test. Industry and business have traditionally required considerably higher basic skills for employment. Most have stuck to the traditional demand of a high school diploma for employment. A sophisticated economy, based upon the power tool and the computer, the engineer, and the professional, has no room at the bottom of its present structure for unskilled labor. This is the general attitude. The "Uneducated Need Not Apply" is the unseen sign on every employment door, and this is the kind of world that today's disadvantaged city dweller finds when he seeks employment.

The Mayor of St. Louis, Mr. Sevantis, has graphically pointed out his idea concerning industry's role in terms of the process of employing these people. He said, "The ultimate salvation of the cities and the ultimate salvation of the slums lie not in high rise public housing, or in welfare programs, or self-defeating housing code enforcement, or intracity freedom of residents' campaigns, or even in federal training programs that are not allied with industry's provision of jobs. Though each of these government programs may be helpful and indeed necessary, ultimately, it must be private industry that figures out ways to integrate the disadvantaged, especially the Negro, into the economy and to dissolve the slum or it will soon be necessary to despair, not only of the slums but of the total central city. Either businessmen will learn new techniques of job simplification, personnel management, and skill development and take over the leadership of the thrust against chronic unemployment, or it will be necessary to withdraw from the central city and to seal it off as the leprous "Pandora's Box" of American society. What's more, if industry does not take the initiative in providing jobs, the task will fall to the Federal Government with its inevitable markup, bureaucracy, taxes, and control. Whoever does the job, it will be industry that pays the bill. Only the bill will be at least double and the results, at best, dubious if the government has to do the job. Only the businessman gives us an alternative to the cost of $5,850 for training one job corpsman. Only the businessman can provide an alternative for the taxpayer who is being coerced into paying $2,[illegible]8 per prisoner per year or $1,978 in welfare per year for a man, wife, and one child in good health, paying $50 a month rent. Moreover, the unemployed make poor customers. Give a man a fish today and you'll have to give him another tomorrow. Teach a man to fish today and he'll take care of himself tomorrow.

"Granted that the cost of the hard core unemployed are unemployable today, about 75 percent can be made employable. Public and private training investments pay off. Cost, benefit, and analysis by both government and industry indicate that within two years the full cost of training programs for the disadvantaged pay for themselves, but the Federal Government's programs leave the iceberg bulk of the unemployed, untrained, and unplaced. This is private industry's job."

Mayor Sevantis' thesis is a strong one. It is pertinent to the problem of continuing education, because although it lays the responsibility to provide for a new evaluation of recruitment and job placement procedures at the door of industry, it also places a direct mandate on the public manpower projects, and school board administrations. They must aid curriculum orientation and industry liaison in a new, more creative, and effective manner to achieving meaningful training; the type of training which results in a job for each and every trained individual.

Vocational training in our school systems and public agencies has frequently been ineffectual and alienated from realistic, modern industrial technology. Boeing, along with many other industries, is approaching this problem by breaking down formerly highly complicated jobs into their basic components by rewriting the job descriptions and providing entry level skill opportunities that fit the qualifications of some of the disadvantaged. This process, however, cannot be accomplished only at the employment door. The production line supervisors, the training staff, and the personnel representatives all become a team to make such a program effective. It won't be effective without this kind of team work. Local school districts and manpower public agencies must also become aware of the development of this process and provide adequate articulation of their programs with the industrial requirements, plus off-hour support programs, to make this type of program successful.

In addition to a properly coordinated effort between the training agency and industry, in general, there are only a few preconditions for successful industrial training and placement. These are basic literacy, an eighth grade grasp of arithmetic, the ability to understand and accept simple instructions, and the motivation to learn and to work. By far, the majority of failures in industrial employment are not those who cannot perform the skill for which they were hired, but the failure of the employee to get in step with the acceptable attitudinal demands of the job. A 10-year Boeing Company study of reliability problems of employees indicated that 62.5 percent of the persons terminated showed undependability as the cause for such action. The highest totals for dismissal were for such things as excessive absences, falsification of records, loitering, loafing, negligence, damaging or defacing company property, intoxication or possession of liquor, theft or attempted theft, fighting, threatening, sleeping on the job, and profanity. Incompetence — simply not knowing how to do their job — only accounted for 1.7 percent of those who were terminated. It is imperative that every employee in industry recognizes as a general management objective the training, motivation, and direction of people so they can perform reliable work.

I'd like to suggest that one of the imperatives of providing for a better liaison between education and industry, is a more creative and intensified effort to reach those who counsel students (not just the person we call a counselor, but instructors, administrators, and all of the people involved) in order to influence their actions. One program which has begun to pay dividends in this respect, is an industrial foundation support of the Northwest Counseling Conference which brings together for three days each summer, representatives of industry, counselors and administrators from school districts, and specialists from throughout the nation. These people analyze the problems which face the area, in a more realistic approach to providing adequate information and guidance to students concerning their vocational goals.

We in industry are dedicated to the philosophy that education of our labor force is a continuous process, that education has no terminal point in the lives of people, and is built upon the foundations which youngsters receive in elementary, secondary, and posthigh school programs. We take these youngsters from the point where they are and provide them with the skills and abilities to fulfill an effective and meaningful place in our society and in our industry. We feel that in the challenge of the years ahead, continuing education will be the greatest single source for meeting the demands of the space age. Not only will more education be required, but a new kind of education — new in organization, new in content, and new in method. It will have to be organized to serve all age groups. The content of it will be influenced not only by the rapid changes in substantive knowledge, but also by the increasing sophistication of students of all ages; the sophistication that has been brought about by the mass media today, particularly television.

Community schools must come to serve the whole community through knowledge and appropriate identification of each institution's role in the process. Day and night, winter and summer, they must become the uncommon schools that Henry David Thoreau talked about more than a century ago. Providing education for all those who seek continuing educational opportunities is a tremendous challenge and an urgent one, more urgent, I am afraid, than most of us realize. It is intimately geared with the prospect of our very survival as a nation. It is a challenge that public education cannot escape. The very magnitude of the task points to our schools and institutions as the most logical instruments by which the job can be done.

Although evidence of a great tide of change that can carry the schools to a new standard of excellence appears on every side, there is no assurance that this movement will succeed. Students, parents, teachers, counselors, administrators, school boards, business and industry, and taxpayers will have to make millions of right decisions on the road to excellence, which is always uphill; there will be a resistance from parents who prefer the easy way, and educators who are reluctant to try new ways. It's never easy, really, for a group to abandon ideas and practices of long standing, and educators in my experience are a little more hidebound than others in this particular concern.

But this nation will be unable to hold its own in the hard and exciting years ahead unless the great changes now underway in public education come to fruition. Community leaders throughout the United States have no graver responsibility and no more inspiring opportunity than to lend a hand in the vitalization of the continuing education process — education which will be truly the fulfillment of every individual, and I am sure that New York State will be in the vanguard of that movement.

WILLIAM HADDAD

I think we all talk with professional courtesy, our own shorthand clichés. We keep marveling at yesterday's accomplishments and tomorrow's challenges, and we settle down into an educational mode with its own litany and its own mores, and we're very comfortable with it.

We have a right to be comfortable with it because it works for 80 percent of the people. While everybody else today—I think rightfully so—has been expanding the role of continuing education, what it can do in New York State, and what it can do in urban areas, I'd like to talk about a narrow objective, about *one* of the goals of continuing education, *i.e.*, the narrow horizon about continuing education for a specific purpose. This narrow horizon is the 20 percent of the people in our population who don't make it through our school system, who are bypassed, left behind, and turn up at the end of the line for the last job, if there is one there; the 20 percent we've heard described by many people here today.

I'd like to give you the format definition of that person which we used in putting together the poverty program in Washington. And having been a systems engineer, we used a systems engineer's approach to the problem. We created arbitrary boundaries, understood they were arbitrary for the problem, so we would have a starting point. These boundaries had to be definite, precise, concise, and measurable. I will use that collection of words over and over again.

We decided that poverty was any family earning less than $3,120 a year. That's 23¢ a meal, and $1.40 a day for everything else. That's $1.50 an hour, 40 hours a week. How many people in America live in that category? Thirty-five million; two-thirds on less than $40 a week. Twenty-three million of those individuals have below an 8th grade education. Two million of them right here in progressive, enlightened New York. Another 4 million New Yorkers haven't graduated from high school. I'm afraid to guess how many of those who have graduated from high school have below an 8th grade education in reading and writing. As I go around the country, I find the high school diploma is probably the most meaningless document in American history. It's less meaningful in an urban area's hard pressed school system, and it's even less meaningful than that in a minority area. As to laying the poverty base we set out to define what other categories of poverty we were going to work on. Almost every one of these groupings shows the dramatic need for continuing education.

The first category we chose was the children of poverty. If history really mandates the future, these children of poverty will grow up to be the fathers of poverty, and the grandfathers of poverty, not only in Appalachia, but in Bedford-Stuyvesant, in Harlem, in Albany, and in Rochester.

In our second category, are those bypassed by industrial change. Here the clichés didn't work either, because those who were put out of a job by advanced technology did not regain employment, contrary to what the experts say. Study at 45-year-old man who worked all his life, and is proud, as an immigrant is proud, of the job he held in supporting his family; then he's out of work, out of unemployment; then on welfare, and then look at that family and the children and what happens in that family. That's the category we called "bypassed by industrial change."

Our third category is rural poverty. And contrary to what many people think in this country, the fact of poverty in America is not black, its white. Seven out of every 10 poor people in this country are white, not black. Do you know why they were included in the poverty program? They got the crumbs off the table of the Negro militant movement. It was the Jim Farmers who banged down our door to talk about urban Negro poverty, and the need to help black people. And so we designed Negro urban poverty programs. When the document was written, somebody said, "Oh my God, Congressman Perking, Kentucky, he's on the committee." We began to look at rural poverty, and the rural poor were not organized. They didn't have Jim Farmers. We put them in the legislation to get the bill through Congress, and that's how the rural poor, the Appalachian poor, and the white poor in our society got included in the Office of Economic Opportunity legislation. That's the truth because I was there when it happened.

Then we have the minority poor. Of course, it's only 3 out of 10, but 1 out of every 2 Negro families lives below the poverty line; hired last, fired first, paid less . . . the typical pattern. And it's not getting any better. The Negro is falling further behind and faster. But there's one new element . . . he knows about it.

The next category is the fatherless family. The female head of a household is our shorthand way of talking about it. When we looked at those female heads of households, what did we find out? Even if they didn't have kids around the house that they had to take care of, they usually had less education and less training than the normal population of female people their age. Even with the children removed from the situation, they were still locked in poverty. Of course, there were the aged poor who had been born poor, and were dying poor.

The role of continuing education, of course, fits almost every one of those arbitrary groupings.

The poverty program developed two exciting ideas and one exciting concept. The first was to "break the cycle of poverty," to interrupt it, to stop it, to get people off that treadmill. And the second is something we called "maximum feasible participation," the meaningful participation in the program of the poor themselves.

I remember when we wrote this concept into the program. We thought the idea exciting and controversial. However, it moved through the Congress without anyone batting an eye because it sounded like the Fourth of July, and nobody opposed it. And I must tell you, some of us went out to celebrate that night because we didn't believe it was going to go through without a bitter fight.

Then we started to administer participation of the poor, and all those Congressmen who voted for it started calling up Shriver and saying, "Shriver, what the hell are you doing? You know what we really meant by participation." But participation was the law, and that's where the friction began.

The exciting concept that we developed, I think, was to challenge the existing institutions. Head-Start challenged the public school system, that almost immovable monolith. The Job Corps challenged vocational training and the prop-engine concept that Jim Farmer talked about. Community action participation challenged the political power. We knew that in those democracies that have eliminated poverty, they have eliminated poverty because the poor have been to the voting booth; the politicians had to respond to their needs for survival.

The problems we met in Washington are the problems we're here to talk about today. The first was politics, pure unadulterated politics—and politics in 1965 and '66, '67, and probably '68, '69, and '70 are not geared for people like us.

Then there was the problem of the poor themselves, who had become frustrated with liberals like Bill Haddad. I remember those first kids who came to the Job Corps who thought it was all a publicity stunt. As you began to talk to these kids they said, "We're going home as soon as the photographers and reporters leave." Now how the hell do you get so cynical when you're only 17 years old? Well they've been moved from slum to slum by programs of liberals like myself. A great urban renewal project is announced, and the mother tells the child, "We're going to have decent housing," and they knock down the building he lives in. Out he goes, deeper into slums, less rooms, more money, and some white guy . . . or some successful percentage of Negroes . . . comes to live in the clean, rat-free, high rise, high cost housing. When it happens 3 or 4 times, they begin to get an understanding of what liberalism is all about, and liberalism is not all about them.

Then we had provincialism.

It seems that as you take a line from New York southwest, it gets worse, ending up in Texas. "The poor are poor because they want to be poor." That's a cliché you hear with more frequency and intensity as you move on that diagonal.

"I made it, why can't they make it?"

"Eddie Cantor was a Jew and the Jews got out of it."

"Look at Jackie Robinson."

"The poor are poor because they want to live off the public welfare system."

People believe those clichés and politicians believe the people who believe them. So you get legislation that mandates a foolish, costly, inefficient welfare system designed for a continuance of dependency instead of its elimination.

Then we have people like those in this room, professionals. That was one of our major problems--professionalism. I fought with more people who were defending their 1909 thesis than almost anybody else. They have a vested educational interest in their theory, in their way, and many of them have been very successful—you know them—and they built institutions around their Ph.D. theories. Those great liberals that I learned to love as a student at Columbia University turned out to be among the biggest reactionaries in government. The New Deal, which I admired and on which I tried to model my political life, had created new institutions that grew roots that couldn't be moved. However, these institutions were rooted in the problems of 1936, and they were trying to apply the administration and the know-how of 1936 to 1966 and 1967, and it didn't fit.

I think some of them knew it didn't fit, but that's all they knew, so they tried to make it fit.

The New Deal was created for people like myself. My family was on welfare. We had achieved, and for a temporary roll of the dice, we were not achieving. It was not bad in 1936 not to achieve because it was universal and accepted. When the dice rolled right, or when we had a war, or when the economy expanded, we'd get out of it. The New Deal was created for that population, but it locked the *other* population in tighter, put them further down, and so when we recreated—warmed over—the New Deal and called it "the War on Poverty" we were out of phase. Congressmen on the Hill, many good friends, kept shaking their heads over the problems of the poverty program. "It never happened in the New Deal," they told me. "We gave them all these things and they were happy. And besides that, they voted Democratic. We busted open the Republican party with the New Deal. What do those Negroes want?"

It's like the uncomprehending criticism you hear about the liberal, New York Jew who argues against the war in Vietnam. "What do those Jews want? We're helping them in Israel, why shouldn't they help us in the war in Vietnam?" The critics don't seem to understand the problem. I'm not taking a position here, but just trying to explain what the psychology is, and why Congress is so frustrated and so mad. They gave "them" the New Deal warmed over, and "they" are not reacting as "they" did in 1936. Congress is honestly troubled—and so are those people in Washington, who still wear brown and white shoes and administer these programs.

Now we've come to our new ally, and I've probably talked more about this new ally than anybody else. Yet, I get mad when I hear other people talk about it, because everything that we heard about Boeing, I say five times a week and twice at lunch. But then, when I listen to it I realize that we're making heroes out of people that are not really heroes. I'll talk about it today, about what great things the industrial community is doing, what it can do, and hopefully what it will do in New York. But they're not the puritans that I tend to make them out to be. They just happen to be the hope; they just happen to be the last stopgap; they just happen to be the one community which may be able to stop what's happening in the cities. Detroit won't be the last city to be burnt down, and Philadelphia won't be the last system where they'll try to poison the water, and New York won't be the last place where they'll plan to destroy the communications systems. Now, the industrial community offers hope, and those who are not completely alienated are willing to listen--not more than that—just listen.

There are new methods now in use by the industrial community which can help solve some of these problems. I'm going to talk to you about the exciting work of the National Association of Manufacturers—and those are words to get out of my liberal mouth. To illustrate what I mean, if the women will excuse one swear word which would get me fired from Boeing, I have a letter in my office from Dick Cornuelle, the Executive Vice President of the NAM who wrote: "If you'll stop calling us rightwing Facist bastards in public, we'll stop accusing you of being a member of SNCC in private."

However, in the last couple of years we've been working closely with the NAM, finding out what industry is doing. Their work is based on a theory; let me tell you about it. Dick Cornuelle, wrote a book called, *Reclaiming the American Dream*. A very simple, direct thesis. The theory, I think, behind the industrial involvement in this country. Cornuelle said, look, government shouldn't be doing all these things. But government is in this field because the private sector has abandoned its responsibility. The problems are real; they must be solved. If industry and the private sector are really serious about getting government out of this business, they will get off their duff and do something about it. Then, and only then, can they complain about government involvement.

He carried that philosophy into the NAM, and for 2 years the NAM has been scouring industry for the best technology, the best techniques, the best training that has been or can be developed. My company's role and responsibility is to try to adapt that technology to fit the needs of the public sector, to see if it's applicable, to see if it will work. Some of it does; some of it doesn't. We've learned enough in 2 years to understand how archaic some of our methods are; how outmoded are our techniques; how inflexible is our professionalism. In a society which prides itself on competition, and grows through challenge and response, we have somehow abandoned these concepts in too many areas of costly public concern.

I want to sketch for you two examples of what I mean so you can evaluate for yourselves in your own communities the advantages of this new approach.

First, of all, in North Carolina, the NAM and the Liberal North Carolina Fund got together and put together a statewide corporation made up of industrialists, to deal with Manpower—the North Carolina Manpower Development Corporation. Luther Hodges, Jr., is the chairman. All the great industrialists of North Carolina are on the Board. And they took a look at the problem. They found unemployed, unemployable people on one side, along with the partially employed—the walking wounded (those who are working and still earning a poverty salary). On the other side, they had jobs that needed to be filled.

With those two facts established they first started out with a computerized job matching operation developed with the NAM. On one side, you had to develop tests to put this population on the computer, and on the other side, you had to get industry to break down some of its qualifications so you could put it on the other side of the computer. You put it all in a time frame which is quick and realizable, you add on a geographic frame (how far people would move to a job), and the mismatch between the people and the jobs became the blueprint for operations. With this blueprint on hand, you don't train piston engine mechanics at a time when they're only hiring jet engine mechanics. You eliminate slippage. It's a kind of a standard that many of us wouldn't dare to apply to ourselves. Then you say, "If that's the blueprint, what do we do about it?"

Well, we know industry wants people for these jobs with an 8th grade education. At that level, industry can train for the next plateau, a skill.

Well let's take it apart piece by piece quickly, to show you what I mean. This is called "systems analysis." First, computerized matching to avoid the slippage. Second, using the most modern techniques available; in 10 weeks, getting people up to the 8th grade level so they are ready for skill training—yes, 10 weeks.

What kind of people? Not people off the top, but those with IQ's of 52 to 89. You have the profiles of the person, the profile of the job, and a system for achieving quick results. Here's how it would work.

You know, for example, that there are 300 people needed for the textile industry. Well you don't go to Jules Pagano in the government and say, "Jules, give me money to set up a training program for 300 people in the textile industry." A lot of us make our living off that kind of nonsense. It's like basic education, when we say, let's start all over again with a planning study and a research grant for 2 years. Then let's get around to developing a program, one that's probably been developed by 100 other people, and then abandoned.

Instead, you go to Dupont which has the best textile training program; it's been in operation. Like Boeing, they train the people for the job. The people work on the job, the shortcomings of the program that works on a profit motive for them. Then you contract out with Boeing or Dupont to fill those 300 jobs. You pay them "X" amount of money and you set a result orientation standard. Our bypassed people must pass the test to get in those 300 jobs. This is the standard. And then you tell DuPont, "We'll provide you with the profile of the person you want to begin that skill training." And you begin to have a continuity that has meaning, and is measurable, is precise and definite, and lends you to a kind of cost analysis which makes public programs acceptable.

Under this program everything you put into a program is then called investment. Return on investment is the hard money these people pay out in direct federal taxes and direct state taxes. You can now calculate return on investment. It's not "give-away" money; it's meaningful money. It is invested money with a return on investment. You begin to get the kind of systems analysis, the kind of cohesion, the kind of development that is needed. The reason it can be done, is because the North Carolina industrial board is as tough as the educational community. They can reply to the educators who say, "Well you have to have credited teachers"—they say, "This is not an education program, this is a job program. You stay in your baliwick. I won't fight you in the schools, you don't fight me on the jobs." Your ally for new ideas, the industrial community, gives you the freedom to try out new concepts without paying homage to past techniques.

Given this background, you can understand why it's exciting to find this development going on *inside* a state institution.

The second thing I want to talk to you about is a very simple basic education program. I may puff it up a little, because we run it. We took people in South Carolina, with IQ's starting at 52. Ninety-five percent of the people had IQ's between 52 and 89; all were unemployed, unemployable and mixed racially; all had the generations of poverty sitting on their backs. In this area, there were jobs for people with 8th-grade-level education. And in 10 weeks, we took 90 percent of the people who were accepted and put them in the jobs; by rapid programmed learning techniques, efficient management. and opening them up as human beings with a course we call human resource development. You can only get bounced out of a school by the student council; how many educators are willing to put that tough standard into their own operation? And when it was all over, to be acceptable to the businessmen, we had a bank do the analysis. The bank hired a university to validate the educational achievement, but the bank did the coldblooded fiscal analysis which forces the Congress and others to see the program in a new light.

One thing we found out, of course, was that the participants' IQ's jumped an average of 10 points. What does that tell us? It tells us that our education tests are lousy, at least for this population. You don't jump 10 points in IQ in 10 weeks, so we know some of the tests are wrong.

I want to read you what the bank said at the end of its evaluation, written by the bank's executive vice president.

> The result indicates a definite economic advantage to the community from this project. The total funding for the project was $76,000. This group will have an annual income of $146,000 and will pay the State and Federal Government $10,370 in taxes —a 30 percent return on investment. This, in addition to the fact that each month's group will have a take-home pay of $12,000 to contribute to their own and the family's welfare. Not included in the figures are the costs to the State, prior to the program, for maintaining the unemployed people and their families. Also not included are the hidden taxes and the projected result the employment will have on the family in the future.
>
> Moving a man and woman off relief, or the roles of the unemployed, through training and the education he needs to make such a transition, has become the sole aim of this project. The result: Tax users become taxpayers.

What I'm trying to say today is that the technology is here, the know-how is here; the time is here; the money is available. How do we make it work? Well, like everybody else I have some suggestions to leave behind before I catch my 3:30 airplane.

First of all, for survival, I think we must have result orientation. We must be able to measure our accomplishments. We got away with murder before, but not any more. New York City has 135 basic education programs and when they did the so-called PPBS study (Planned Program Budget System), they found out there was no measure of attainment at the beginning of the program and no measure of attainment at the end. All you could look at was the flow of Federal funds. And education was not related to anything else. It was education for education's sake, not related to a job. It's great, it's marvelous if you're the administrator. Nobody could ever put the donkey tail of responsibility on you. Nobody could say you produced or you didn't produce. I hope in continuing education you will have a result orientation that is measurable, definable, precise, and acceptable to the nature of government as it exists today. Very tight cost analysis. In addition, I think you've got to do something else. I think continuing education, within the narrow horizon that I'm talking about, must be the vehicle for change. In the Peace Corps, when we set it up, we had all the grandiose ideas. The first conference I had—and Jules remembers it; when we were in the Peace Corps together—we brought all the great educators I ever heard of to Washington with a telegram signed by John F. Kennedy, "Please rush to Washington and help us design the educational component of the Peace Corps." Some of you were probably there. We put everyone in a room and I said, "This is the profile of a potential Volunteer; he is a liberal arts graduate, with no educational credentials. Here's a profile of the overseas educational problem." And 2 days later they came back and they said, "It'll take 2 years to train them. You need this credit, and that institution, and that professional sign." Then I said, "Well, the program is only 2 years long." Everybody went back, and they came back again with a compromise position. The educators said 1 year; we pleasantly sent them home. We got the University of California at Berkeley, and they did it for us in 6 weeks.

We took a liberal arts graduate and we sent him to Ghana where they had a nutty Nkruma who was a very political, changeable fellow, and we had an English educational system which had certain rigid requirements (we were trying to put in flexibility). This liberal arts graduate, after 6 weeks of really thought-out study, went to Ghana, and did damn well. We had Negro students electing our white volunteers, principals of their schools.

We need that kind of flexibility in education today, and, candidly, I don't see it coming through the institution itself. I can see it coming through continuing education. If you can demonstrate, if you can challenge, if you can frighten the rest of the institutions, then you may evoke a response of change within the existing institutions.

We're doing a program with, God rest my soul, Ronald Reagan, in California. An industrial corporation like North Carolina's was formed, and I believe Reagan feels that private enterprise (which I am when I wear my black suit) is going to replace the public institutions. We will run parts of State government that he's turned over for us to run. And he thinks we're going to come in and change it because he thinks the New Deal and institutions are dead, and he's right. But I think what's going to happen is this; these institutions are going to change as a result of our challenge.

We're going to breathe life into these institutions instead of killing them. And I think that's what you can do through the challenge of continuing education.

You can present the challenge to the existing institutions in the framework of our political system. You can do it better, and cheaper; with result-orientating, you can force change. I think you can start by going into industry and finding the capacity of industry in New York State. If you produce people at the 8th grade level, industry will skill train them with their own money. You can work with industry to break down their job descriptions.

When we worked with the pilot survey on computerized job matching in Indianapolis for instance, the personnel manager was asked: "What are the requirements of a welder?" High school graduate, right down the line. Next, the foreman was asked: "Who are your 10 best men?" These ten were interviewed in depth. The result—a 60 percent nonconformance with the personnel manager standards compared to the people who were identified the best on the job. We found out how they sneaked in the system. Slowly, the clichés were broken down into component parts, examined, validated, or invalidated, and then an accurate operation picture reassembled.

Like Jim Farmer's mother, my father used to say to me when I didn't want to do something, "When there's a will, there's a way."

Well, we know that in New York the way exists. The question—I guess now the deathbed question is, "Do we have the will?"

REGENT PFORZHEIMER'S RECAPITULATION

I don't know why I take this sort of a job, because in closing I feel a little bit, like one of the great anticlimaxes in academic history (the greatest anticlimax in that category obviously being for God, for country, and for Yale). Nevertheless, here is an attempt at recapitulation.

Everyone reacted to current conditions and to modern times. They all emphasized the importance of continuing education at all levels and for all who could participate in it. Furthermore, in the analysis that each speaker made, his reactions came, although from a different point of view of course, to somewhat the same groups or categories with which we must concern ourselves. There was the talk, for example, of the social relationships in the present affluent, technological, and urban society, with particular regard for those things which have come about because of the interchange between the urban and the suburban societies. There was a great deal of talk about creating a firm basis somewhere in the school system, or in the university or college system, so that a variety of careers could be faced in the future as technological changes demand. There was also a good deal of talk about an updating of teaching methods: a good deal of talk about making our teachers aware of just what is going on. I believe here in the Department this is something which is presently receiving a tremendous amount of attention. No amount of position paper platitudes which might come from the Regents, will ever be of any avail unless we have the manpower, well qualified to go out and teach the very people we are trying to reach in these continuing education programs.

I noticed also a great deal of emphasis by all speakers on getting some kind of a common inventory of the educational resources in a community, public and private. There was also a great deal of emphasis on the ability of public and private institutions and agencies other than educational agencies to get together and coordinate. Naturally, as money gets scarcer, as the role of the taxpayer becomes either more important or more difficult, depending on how you want to look at it, the question of this coordination, the fullest utilization of all these resources, becomes very important.

There was a continuing caveat to beware of the status quo and to buck it very hard.

There were many other things covered; we have pages of notes; I can assure you that there will be a full report of these proceedings. We welcome your help today; we welcome the help of all who will assist in preparation of the report, just as we appreciate the way in which people have thrown themselves into today's discussion from the floor. In any event, it seems to me we believe that while action without study is fatal, certainly study without action is futile. And I think we ought to remember the motto which is engraved in stone in the lobby of the new Education Building, just next door to us, which was part of the 1826 message of Governor DeWitt Clinton to the Legislature, in which he said, "The first duty of Government is the encouragement of Education." As our very distinguished panelists return to their normally very busy lives, with our very warmest and heart-felt appreciation to all 6 of them, we at the level of State Government had better roll up our sleeves and really get to work.

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on Adult Education